2018

AP CollegeBoard

AP European History

Sample Student Reponses and Scoring Notes

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EUROPEAN HISTORY

SECTION II

Total Time—1 hour and 40 minutes

Question 1 (Document-Based Question)

Suggested reading and writing time: 1 hour

It is suggested that you spend 15 minutes reading the documents and 45 minutes writing your response.
Note: You may begin writing your response before the reading period is over.

Directions: Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least six documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

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1. Evaluate whether the Thirty Years' War was fought primarily for religious or primarily for political reasons.

Document 1

Source: Holy Roman Emperor Matthias, open letter to his Protestant subjects in Bohemia, 1618

It has been alleged that the free exercise of religion will be abolished. We want to make it clear to you through this open letter that we have no intention of rescinding the agreement between the religions, still less want anyone else to do this, despite what others in Bohemia may have said. Moreover, we have always intended, and still intend, to preserve all the Bohemian privileges, liberties, and treaties. Anyone who claims otherwise slanders us before God and the world. Rest assured, dear obedient, loyal, and true Bohemian subjects, and do not give credence to such falsehoods. We would like nothing more than to return in person to our royal throne and residence amongst our loyal and obedient subjects and inhabitants and clear up these misunderstandings with God's help. However, we cannot come to our Bohemian territories at the moment, partly through poor health, but also pressure of other important affairs. Capable and prominent individuals will be appointed to clear up this misunderstanding. Since no enemy threatens us as ruler of Bohemia, there are no constitutional grounds to raise soldiers to defend the country, and thus no grounds for anyone, whoever, they might be, to use the territorial privileges, letters of majesty, ordinances, freedoms, or laws to justify arming.

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Document 2

Source: Selections from the constitution of the Bohemian Federation, a coalition of nobles and city governments, 1619

Since the Almighty has also given his grace and blessing as this Confederation is solely in defense of religion, the territories have agreed that each and every one of their coreligionists should follow a Christian life according to the Calvinist teaching and faith, avoid and prevent sin, vice, public trouble, hypocrisy, in whatever form, and follow strictly the admonishments from the pulpit and the authorities. . . .

All churches in these united territories currently in Calvinist hands are to remain so in perpetuity. . . .

The free exercise of Calvinist religion is extended to every man and woman in all united territories and towns regardless as to whether they belong to the king or queen, permitting the construction of churches, schools, and cemeteries, and the appointment of Calvinist pastors and schoolteachers. Everyone shall be allowed to follow the old ceremonies of their Christian conscience in their own church. However, to ensure better unity and to prevent all kinds of difficulties and bitterness, there are to be no insults or personal attacks from the pulpit upon pain of removal from office. . . .

Should, contrary to hope, a king attempt anything contravening the religious concessions, unions, and this constitution, and thereby force the territories to take defensive measures, then all of these united kingdoms and provinces are released from their duty and cannot be subsequently held to account for any insults to the royal sovereignty and majesty.

Document 3

Source: Bernhard Baumann, Jesuit official in Heidelberg, report to Elector Maximilian of Bavaria on efforts to re-Catholicize previously Protestant areas after the Catholic victory in that region, 1628

Four hundred in the town and 1,200 outside it have been freed from heresy; on feast days we get around 700 communicants in the Church of the Holy Spirit. We alone look after parish duties, visit the sick and converts daily, conduct catechism inside the town and outside, and deliver two sermons on Sundays. These crowds are gathered with great difficulty; since only six months ago the richer townspeople were so obstinate, that two or three hundred declared they would emigrate if they were forced to convert. Then entire districts (they had arranged this in advance) declared they would keep the faith of their ancestors, because we could not steal this like other possessions. Since the orders arrived from Munich [to intensify Catholic conversions] they have used unbelievable deceptions to try to circumvent these. Furthermore, they complain to the Holy Roman Emperor, but the secular government, to its undying credit, knew how to stop this.

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Document 4

Source: Letter from Gustavus Adolphus, king of Sweden, to the Protestant elector of Brandenburg, 1630

I have come into this land for no other purpose than to free it from the thieves and robbers who have so plagued it, and, first and foremost, to help his Excellency [the elector] out of his difficulties. Does his Excellency then not know that the [Holy Roman] emperor and his followers do not mean to rest till the Protestant religion is wholly rooted out of the empire, and that his Excellency has nothing else to expect than being forced either to deny his religion or to leave his country? Does he think by prayers and pleas and such like means to obtain something different? . . . I seek not my own advantage in this war, nor any gain save the security of my kingdom; I can look for nothing but expense, hard work, trouble, and danger to life and limb.

I tell you plainly that I will know nor hear nothing of "neutrality"; his Excellency must be either friend or foe. When I reach his frontier he must declare himself either hot or cold. The fight is between God and the devil. If his Excellency is on God's side, let him stand by me; if he holds rather with the devil, then he must fight with me; there is no third course, that is certain.

Document 5

Source: Confidential account of a meeting between Axel Oxenstierna, Swedish high chancellor, and Sweden's ally Brandenburg after the death of Gustavus Adolphus, 1633

Concerning the late Gustavus Adolphus' intentions:

They were, in general, to disrupt the plans of the enemy, whose intentions with regards to the Baltic Sea are sufficiently well-known. His Majesty therefore intended to ensure the safety of his kingdom and the Baltic region, and liberate the oppressed lands [of Germany]; and thereafter to proceed according as events might develop: it was no part of his original intention to march as far into Germany as he did. He saw and clearly understood where that would lead, but the enemy and the circumstances compelled this. His majesty was there in person wherever the greatest danger was.

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Document 6

Source: Jean Gagniere, "The elimination of heresy, and of rebellion, through the care of Cardinal Richelieu," France, 1640. Richelieu, the chief minister of France, removes caterpillars representing Protestant Huguenots from the fleur-de-lis, the symbol of France, while the lion and eagle, representing Catholic Spain and Austria, are kept restrained by chains.

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Document 7

Source: Pope Innocent X, papal declaration in response to the treaty of Westphalia, 1648

Consumed by zeal for the house of the Lord, we endeavor everywhere to maintain the integrity and the authority of the Catholic Church, so that the ecclesiastical rights of which we have been appointed guardian by our Savior shall not in any way be impaired by those who seek their own interest rather than God's, and that we may not be accused of negligence when we shall render account to God. Accordingly it is not without deep pain that we have learned that by several articles in the peace concluded at [Westphalia], between our very dear son in Christ, Ferdinand, king of the Romans and emperor elect, on the one hand, and the Swedes, as well as our very dear son in Jesus Christ, Louis, the very Christian king of the French, on the other, great prejudice has been done to the Catholic religion, the divine service, the Roman apostolic see, the ecclesiastical order, their jurisdictions, authority, immunities, liberties, exemptions, privileges, possessions, and rights . . .

Accordingly we assert and declare that all the articles in the treaty which in any way impair . . . the Catholic religion, divine worship, or the salvation of souls. . . . have been, and are of right, and shall perpetually be, null and void . . . even when they be ratified by oath.

END OF DOCUMENTS FOR QUESTION 1

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Question 1

Maximum Possible Points: 7

"Evaluate whether the Thirty Years' War was fought primarily for religious or primarily for political reasons."

Points	Rubric	Notes
A: Thesis/Claim (0-1)	Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. (1 point) *To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.*	The thesis must take a position on whether the Thirty Years' War was fought primarily for religious or primarily for political reasons with some indication of the reason for taking that position. • "The Thirty Years' War was fought overwhelmingly for religious purposes, with countries being drawn into war to defend the sanctity of one religion or another, and always divided Catholics and Protestants." • "The Thirty Years War was primarily fought over religion and all stemmed from a little squabble in Bohemia."
B: Contextualization (0-1)	Describes a broader historical context relevant to the prompt. (1 point) *To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference.*	To earn the point, the essay must accurately describe a broader context relevant to the motivations for the Thirty Years' War. *Examples might include the following, with appropriate elaboration:* • Earlier Protestant-Catholic conflicts • Protestant and Catholic Reformations • Habsburg vs. French dynastic rivalries

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+C: Evidence (0-3)	**Evidence from the Documents:** Uses the content of at least **three** documents to address the **topic** of the prompt. (1 point) **OR** Supports an **argument** in response to the prompt using at least **six** documents. (2 points)	*To earn one point, the response must accurately describe—rather than simply quote—the content from at least three of the documents to address the topic of motivations for the Thirty Years' War.* *To earn two points, the response must accurately describe—rather than simply quote—the content from at least six documents. In addition, the response must use the content from the documents to support an argument in response to the prompt.* See document summaries for examples of evidence.
	Evidence beyond the Documents: Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt. (1 point) *To earn this point, the evidence must be described, and must be more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.*	Statements credited as evidence from outside the documents will typically be more specific details relevant to an argument, analogous to the function of evidence drawn from the documents. Typically, statements credited as contextualization will be more general statements that place an argument or a significant portion of it on a broader context.
D: Analysis and Reasoning (0-2)	**Sourcing:** For at least **three** documents, explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument. (1 point) See document summaries for examples of possible sourcing	*To earn this point, the response must explain how or why—rather than simply identifying—the document's point of view, purpose, historical situation, or audience is relevant to an argument that addresses the prompt for each of the three documents sourced.*

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	Complexity: Demonstrates a complex understanding of the historical development that is the focus of prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question. (1 point) *This understanding must be part of the argument, not merely a phrase or reference.*	*Examples of demonstrating a complex understanding for this question might include:* • Explaining nuance of an issue by analyzing multiple variables, such as how religious and political motives interacted and overlapped • Explaining relevant and insightful connections within and across periods, such as comparing the Thirty Years' War to other European conflicts • Explaining both political and religious motivations with an evaluation of the primary reason for the war • Qualifying or modifying an argument by considering diverse or alternative views or evidence, such as pointing out the political interests that influenced religious support for the war
If response is completely blank, enter - - for all four score categories A, B, C, and D		

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Document Summaries and Possible Sourcing

Document	Summary of Content	Explains the relevance of point of view, purpose, situation, and/or audience by elaborating on examples such as:
1. Emperor Matthias letter to Bohemian Protestants (1618)	• Claims he has no plans to rescind the free exercise of the Protestant religion and Bohemia, therefore there is no reason for Bohemia to take up arms.	• Emperor wants to reassure Protestant subjects to prevent rebellion (POV-situation) • Protestants in Bohemia feared the re-imposition of Catholicism by the Empire (audience)
2. Constitution of the Bohemian Federation (1619)	• Cites the need to defend Calvinism as the motivation for creating the Confederation.	• Bohemian leaders are justifying their actions to take defensive measures if necessary (POV) • Bohemians desire to protect the free exercise of Calvinism against Catholicism (purpose)
3. Baumann report to Elector Maximillian (1628)	• Describes problems with re-imposing Catholicism in Protestant areas of Bavaria after the Habsburg victory there	• Habsburgs are winning the war against the Protestant German states and re-imposing Catholicism (situation) • Jesuit seeks to reassure the Elector Catholicism is winning despite Protestant resistance (purpose)
4. Letter from Adolphus to Elector of Brandenberg (1630)	• Adolphus claims Swedish intervention is to prevent Catholic Habsburgs from wiping out German Protestantism	• Seeks to intimidate the elector into supporting the Swedes (purpose) • Protestant king wants to support other Protestant princes in Germany (POV)
5. Oxenstierna meeting notes (1633)	• Notes that Sweden looked to secure the safety of Sweden and command of the Baltic Sea	• Oxenstierna justifies Adolphus' land acquisition (POV) • Confidential meeting with allied government reveals political power (purpose)
6. Richelieu engraving (1640)	• Portrays the Cardinal protecting France from Huguenot Protestants and rival Catholic powers	• Tries to influence public opinion as to the wisdom of Richelieu's policies (audience) • France is intervening on behalf of the Protestants in Germany to weaken the rival Habsburgs (situation)
7. Pope Innocent X declaration (1648)	• Criticizes Peace of Westphalia and claims that it is not legitimate	• Sees the settlement as a defeat for the Catholic side (POV) • Chastises the Catholic rulers for putting secular interests ahead of faith (audience)

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Scoring Notes

Introductory notes:

- Except where otherwise noted, each point of these rubrics is earned independently, e.g., a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy**: The components of this rubric require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, the essay may contain errors that do not detract from the overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity**: Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

Note: Student samples (when available) are quoted verbatim and may contain grammatical errors.

A. Thesis/Claim (0-1 points)

The thesis must take a position on whether the Thirty Years' War was primarily fought for religious or political reasons with some indication of the reason for taking that position.

Responses earn one point by responding to the prompt with a historically defensible thesis that establishes a line of reasoning about the topic. To earn this point, the thesis must make a claim that responds to the prompt rather than simply restating or rephrasing the prompt. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.

The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

Examples of acceptable thesis:

- "While the Thirty Years' War was religious in that it was fought to protect the freedom of religion throughout the Holy Roman Empire, it was also political in that it was used to strategically help certain powers protect themselves and stay prominent."
  (*The response addresses the prompt with an evaluative claim that establishes a line of reasoning.*)
- "The Thirty Years' War was fought overwhelmingly for religious purposes, with countries being drawn into war to defend the sanctity of one religion or another, and always divided Catholics and Protestants."
  (*The response addresses the prompt with an evaluative claim that establishes a line of reasoning.*)
- "The Thirty Years' War was primarily fought over religion and all stemmed from a little squabble in Bohemia."
  (The *response addresses the prompt with a claim that establishes a minimally acceptable line of reasoning.*)

Example of unacceptable thesis:

- "The Thirty Years' War was fought for political but primarily religious reasons."

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- (The r*esponse merely indicates the position that will be argued without giving any indication as to the line of reasoning. If this statement was immediately followed or preceded by another sentence suggesting a valid reason for taking this position, then the two sentences taken together could receive credit.)*
- "The Thirty Years' War was primarily fought for religious and secondarily fought for political reasons. It is hard to determine this because the two go together hand in hand and have proportional causes and effects."
  (*While this sentence acknowledges the terms of the question, the line of reasoning is non-specific. If this statement was immediately followed or preceded by another sentence suggesting a valid reason for taking this position, then the two sentences taken together could receive credit.*)

B. Contextualization (0-1 points)

Responses earn a point for contextualization by describing a broader historical context relevant to the prompt. To earn this point, the response must accurately and explicitly connect the context of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference.

To earn the point, the essay must accurately describe a context relevant to whether the Thirty Years' War was fought for primarily political or religious reasons.

Example of acceptable contextualization:

- "Prior to the Thirty Years' War period, Luther had been spreading his ideas of Protestantism and individual interpretation of the Bible. As a result European states were divided without the Catholic Church holding them together. The religious tension, primarily between the Holy Roman Empire and France, marked the period prior to the Thirty Years' War."
  (*The response relates broader events and developments to the topic of motivations for the war.*)
- "During the Thirty Years' War the Peace of Augsburg was taken away. In the Peace of Augsburg it states that the leader of the country can choose to have a Protestant or Catholic country. This was taking away people's freedom and religious toleration…Cardinal Richelieu from France did not like the idea of Huguenots gaining power because they were Protestant."
  (*The response relates broader events and developments to the topic of motivations for the war.*)

Example of unacceptable contextualization:

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- "The Thirty Years' War sparked large amounts of disruption in Europe. Although it involved primarily the French Huguenots and the Holy Roman Empire (Catholics) it caused many other European countries to be involved."
  (*Though largely accurate, without a clear link to the question of motivations for the war, this statement by itself would not constitute acceptable contextualization. If these sentences were followed by some further discussion why many areas were involved then, taken together, this would constitute acceptable contextualization.*)

Students may choose to discuss such potentially relevant examples of context as:

- Religious conflict in England
- The Peace of Augsburg
- The Edict of Nantes
- Jesuits and the Catholic Reformation
- Fragmentation of the Holy Roman Empire
- Huguenots and French wars of religion
- Emergence of Lutheranism and Calvinism
- Increasing power of monarchies
- Defenestration of Prague

C. Evidence (0-3 points)

a) Document Content – Addressing the Topic (1 point)

In order to achieve the first point, the response must use the content of at least **three** documents to address the **topic** of the prompt (1 point). To earn one point for evidence from the documents, the response must accurately describe—rather than simply quote—the content from at least three of the documents to address the topic of motivations for the Thirty Years' War.

Example of describing the content of a document:

- (Document 6) "In 1640 the Thirty Years War had reached the 'French Phase'. This phase was known as one of the bloodiest phases to exist. Jean Gagniere paints Richelieu carefully removing the French Calvinists (Huguenots) from France." Gagniere paints Catholic Austria and Spain as chained back but vicious."
  (*The response describes the document accurately, and thus is credited as addressing the topic, but does not explicitly tie the description to an argument in response to the prompt.*)
- (Document 7) "In Doc 7 is the signing of the Treaty of Westphalia which is known to be the signing that ended religious conflicts. Pope Innocent X responds on how the authority of the Catholic church should not prevent you from seeking other interests other than God."
  (*The response describes the document accurately, and thus is credited as addressing the topic, but does not explicitly tie the description to an argument in response to the prompt.*)

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b) Document Content – Supporting an Argument (1 point)

In order to achieve the second point for evidence from the documents, the response needs to support an **argument** in response to the prompt by accurately using the content of at least **six** documents (2 points). The six documents do not have to be used in support of a single argument, but can be used across sub-arguments or to address counter-arguments.

Example of supporting an argument using the content of a document:

- (Document 1): "The Holy Roman Emperor attempted to convince others that he wasn't motivated to start war because of religion, since he doesn't plan on altering religious policies. However this is wholly untrue since the Holy Roman Emperor continues to be a Catholic power."
  (The response connects the contents of the document to an argument about motivations for the Thirty Years' War.)
- (Document 4): "However the war was in fact religiously motivated. In a letter from Gustavus Adolphus to the elector of Brandenburg, Adolphus declares that the HR Emperor only wants to root out the Protestant religion."
  (*The response accurately describes and connects the content of the document to an argument about the motivations for the Thirty Years' War.*)
- In a paragraph arguing for political motivations, Holy Roman Emperor Matthias (Document 1) is referenced as seeking to regain his throne in Bohemia and to dilute tensions there, while Swedish King Adolphus (Document 4) is used in reference to his intent to keep a lasting peace in the Baltic region, and finally Swedish Chancellor Oxenstierna (Document 5) is used as evidence in reference to Swedish political motivations for entering the war.
  (*The response accurately describes and connects the content of the documents to an argument about the motivations for the Thirty Years' War.*)

c) Evidence beyond the Documents (1 point)

The response must use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument that addresses the motivations for the Thirty Years' War (1 point). To earn this point, the evidence must be described, and must be more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.

Typically, statements credited as **contextualization** will be more general statements that place an argument or a significant portion of it in a broader context. Statements credited as **evidence from outside the documents** will typically be more specific details relevant to an argument, analogous to the function of evidence drawn from the documents.

Example of providing an example or additional piece of specific evidence beyond the documents relevant to an argument that addresses the prompt:

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- "When messengers arrived bearing news that the emperor had lied in the document, the townspeople responded by throwing the messengers out the window in the infamous Defenestration of Prague."
  (*The response occurs in a discussion of motivations for the war.*)
- "Richelieu was responsible for convincing King Louis to enter the war, seeing it as a way to extend French power. Richelieu's ambitions were successful, as the war severely weakened the Holy Roman Empire, and cemented France as the dominant European power."
  (*The response provides a piece of evidence not in the documents relevant to an argument that addresses the prompt.*)

D. Analysis and Reasoning (2 points)

Document Sourcing (0-1 points)

For at least **three** documents, the response explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument that addresses the prompt (1 point). To earn this point, the response must explain how or why—rather than simply identifying—the document's point of view, purpose, historical situation, or audience is relevant to an argument addressing the prompt for each of the three documents sourced.

Example of acceptable explanation of the significance of the author's point of view:

- (Document 3): "When this letter was written in 1628, religious tensions were still high. As a Jesuit, Baumann was a militant Catholic and held great disdain for Protestants."
  (*The response provides sourcing regarding the POV of the author relevant to an argument addressing religious motivations for the war.*)

Example of acceptable explanation of the significance of the author's purpose:

- (Document 1): "Matthias' letter's audience is the people of Bohemia; as such he intends to placate them and reassert his position as 'ruler of Bohemia'. He wants not to reconvert the Czechs but to maintain political control over them."
  (*The response provides sourcing regarding the purpose of the letter relevant to an argument addressing political motivations for the war.*)

Examples of acceptable explanation of the relevance of the historical situation of a document:

- (Document 7): "Document 7 is an excerpt from Pope Innocent 10th denouncing all articles of religious freedom as noted in the Treaty of Westphalia. The Pope was not allowed to partake in the Westphalia agreement which signified a continent wide severing of the relationship between church and state. For this reason Pope Innocent's identity and historical situation in the balance of power at that time adds significance to his outraged and saddened tone in the response."
  (*The response provides sourcing regarding the historical situation of the engraving relevant to an argument regarding the motivations for the war.*)

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Examples of acceptable explanation of the significance of the audience:

- (Document 5): "As a confidential account, doc. 5 likely offers an honest telling of Adolphus' motives and reveals that there were indeed political motives behind Adolphus' actions…"
  (*The response provides sourcing regarding the audience of the declaration relevant to an argument that addresses the political motivations for the war.*)

Demonstrating Complex Understanding (0-1 points)

The response demonstrates a complex understanding of the historical motivations and factors that led to and continued the Thirty Years' War, using evidence to corroborate, qualify, or modify an argument that addresses the question.

Demonstrating a complex understanding might include:

- Explaining nuance of motivation by analyzing how religious and political considerations were often hard to distinguish, or that people within the same religious group could have differing goals
- Explaining both political and religious motivations
- Explaining relevant and insightful connections within and across periods, such as comparing the Thirty Years' War to other religious conflicts in Europe, such as division within the Catholic Church dating back to the Medieval period, French Wars of Religion, and the English Civil War, as well as political conflicts such as the Seven Years War and eighteenth century balance of power conflicts.
- Confirming the validity of an argument by corroborating multiple perspectives across themes
- Qualifying or modifying an argument by considering diverse or alternative views or evidence, such as pointing out the political considerations behind the religious claims that states and leaders made during the war

This understanding must be part of the argument, not merely a phrase or reference.

Examples of demonstrating complex understanding:

- Nuance: The response acknowledges that Cardinal Richelieu in document 6 is achieving political gains and using religion as an excuse. As a politique he is willing to disregard his religious beliefs in favor of the state. He is killing two birds with one stone by removing Huguenots and increasing unity in France. Along with Adolphus, these leaders are extending the security of their states and increasing their power.
  (*The response explains nuance of an issue by analyzing how a ruler can use religious and political motivations to achieve their goal of increasing the power of the state, thus demonstrating an understanding of broader historical developments behind the document.)*

- Explains multiple causes: The response discusses both religious and political reasons but makes a clear chronological demarcation between the two. The transition is based on the intervention of France and Sweden into the conflict. The essay uses Document 1 (Emperor is trying to comfort and pacify the agitation) and Document 2 (Bohemia's response…defending their right to practice Calvinism). A discussion of religious reasons is followed by an analysis of Documents 4, 5, and 6 discussing Adolphus and France's intervention into the war.

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(The response explains multiple motivations by analyzing how the aims of Sweden and France changed the complexity of the war from religiously to politically motivated actions.)

- Corroboration: The response establishes the argument that the true purpose of the Thirty Years' War was the gain of power. Document 1 is used to explain how Matthias tries to avoid alienating Protestants by allowing the free practice of religion but in reality this is a façade to protect his own power by deterring the Bohemians from taking up arms. The response then corroborates this line of reasoning by suggesting that the coalition of Calvinist nobles and cities is deceptive in that its actual motivation is political rather than being based on religious freedom.
  (The response confirms the validity of an argument by using religion as a pretext for political motives from the differing perspective of a Catholic and a Protestant ruler.)

- Connections: To support an argument that the Thirty Years' War can be connected to the Spanish Inquisition, the response uses Document 6 to contrast the relatively placid way that Richelieu removed Protestants from France with the violent way in which Philip forced the exodus of Spanish Jews who would not convert. The response continues by noting that Richelieu's approach is less violent than the treatment Huguenots could expect in Spain or Austria.
  (The response explains relevant and insightful connections between the Thirty Years' War and the Spanish Inquisition using outside evidence elaborating on an analysis of document 6.)

Circle the question number that you are answering on this page.

DBQ
A-1 of 3

Mandatory	Circle one
(1)	2 or 3 or 4

Prior to the Thirty Years War, the Protestant Reformation had left serious changes to the Catholic Church. People were seeing a side of the church they had never seen before and they were realizing that there are other religions out there. When Kings, such as, Ferdinand II and Louis in France, signed [redacted] a document allowing whoever ruled over any nation, they got to choose their own religion, things got a little disrupted. This treaty allowing any religion to be practiced changed things from before in the Holy Roman Empire where you had to follow one religion, Catholicism, and if you did not agree with it, you were then kicked far away from the Empire. It was very strict and mean at times until this treaty. When Kings started to realize they really didn't like how many religions were worshipping all in one place and that there was religious tolerance in a lot of places people went to war again to try to kick the religion of their choice out. So Protestants were kicked out of places through death and relocation as well as Catholics being done the same way. The Thirty Years War ended up being mostly a religious war due to the fighting of letting Catholics be Catholics, and [redacted], non-Catholics be non-catholics, but the last little bit of the war was fought for political reasons like territory gain, laws being messed up, and fights between rulers.

Catholicism was the major religion still even though many other religions were catching up fast. In many countries, Kings were allowing people to have religious tolerance and letting religions like Protestantism and Catholicism worship together in one country. In doc. 1, The H.R.E. Mathias is writting to his Protestants and Catholics in Bohemia

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to inform them that the rumor about free exercise of religion being abolished is not true and that the are not going to fight those people saying that. It is not suprising that a H.R.E. would speak to his protestants and Catholics about this issue. He wants to make sure his people all stay calm, not worried, and that they keep worshipping what ever they want to. The H.R. Emporer would want his people to worship who they choose during this time of war so that they won't get involved in war. Doc. 7 also describes how the Pope, Innocent X, does not want any of the articles in the treaty of Westphalia to be impaired, if they are, they will be voided. He wants his people as well to keep doing what they are doing basically at this point since it is at the end of the war and things between religions and laws have been sorted out. ~~Doc~~ Doc. 3 is describing how there were efforts to re-Catholicize protestant areas even though the Protestants were very resistant to converting back. Bernard intended this report to go to Elector Maximillian to inform him that they probably won't be able to re-catholicize those people in that region. After the Catholic victory in the Thirty Year's war at this point, the Protestants did not want to go back. Doc. 6, Lastly, is depicting a picture of France scooping up Protestant caterpillers off of a French floor to keep France Catholic. Although France came in the war to fight Spain and Austria for political reasons, they still did not want a lot of Protestants in France of this time of war.

Protestants were constantly being mistreated before the Thirty Years War and so when this war finally ended, Protestants got somewhat of a relief from this torture. During the war though, anyone who

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was not Catholic got removed, placed somewhere else, or killed. Doc 2 describes a law or idea wanting to be passed about Calvanists getting to practice Calvanism. This was a year after the war into the Bohemian Phase where Protestants and catholics fought but Calvanists were not that big of religion but they were still mistreated as well. This law would help them grow and worship freely. Doc 4 is a man named Gustavus Adolphus who led the Swedish Army during the Swedish phase. His purpose of writing a letter to the Protestant Elector of Brandenburg is to convince him to stay with Adolphus to fight off the Catholics and the H.R.E. He wants to make sure Protestants get to stay in Sweden and they won't get overthrown by catholics.

Lastly Doc 5 states about Adolphus' intentions of war. Although he wanted to keep protestants in Sweden, he wanted to fight his enemies and knock them off their paths. He gained power and military tactics from doing so which made Sweden stronger. His military tactics of knowing where to go in front of the enemy was smart and useful to gain strength and advantages. He was ready to fight the whole time and knew what he was walking into during the Thirty Years War.

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Throughout the seventeenth-century there has been many assertions throughout Europe in response to the processes of the Thirty Years' War. Although religion has been used throughout the Thirty Years' War as a faith in which lies several duties, there is a point made by the most influential religious icon of arguably all of Europe: The Catholic church. The church shows that the war was fought primarily for political reasons.

As expressed by Holy Roman Emperor Matthias, he uses his letter to free his subjects from the ideal of restricting religion. Throughout his letter there is heavy usage of words such as "obedient, loyal, liberties, etc." These phrases reinforced by the reassurance of God as a guide provides the religion as a means to remain unified within the Holy Roman Empire (Doc 1). Through the war to 1633 after the death of Gustavus Adolphus, the Swedish high chancellor seeks to make an important distinction regarding his letter from 1630. Through this account

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it is revealed that Adolphus intended to disrupt the enemy. It is then stated that these intentions on both sides were in regards to the Baltic Sea which not only provides the means of defending the Kingdom; which is exemplified by their weaker stance with regards to Russia between 1894 and 1906 but also provide important economic opportunities for the Kingdom (Doc 5). However, on account of the fact that Gustavus Adolphus is deceased as of 1633, his letter written in 1630 directly undermines this thought. Adolphus leaves the letter with his arguement between the war of God and the devil - which nullifies the importance of the Baltic Sea over the unification of his subjects under god which is similar to that of the Holy Roman Empire (Doc 4).

Throughout the 1620's there was a large conflict on the subject of re-christianization. Bernard Baumann reports to Maximillian of Bararia in a way that attempts to mask the Catholic's religiously imperialistic desires

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with the demeanor of freeing such peoples from heresy. This is a critical approach for both Baumann as well as the Catholics as the Protestants leading after Martin Luther were leading the downfall of the Catholic church in government since the Protestant Reformation in France. [redacted] (Doc 3). This overarching desire for political control through religion is further supported by the declaration of Pope Innocent X in 1648 where he directly states [redacted] the church's ignorance to the Treaty of Westphalia as it challenges Catholic authority. This is an example of how the church continually advocates for a return to the old order. When the Renaissance was in the midst, the Catholic church held a monopoly on not only the Religious but governmental power as they (the popes) were the politicians of that day - although the negligable affect on the poor is prominent in protestant popularity (Doc 7).

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As of 1619 the intention within the Bohemian Federation are quite transparent despite the emphasis placed on Calvinist religion. This period - the Thirty Years' War - is a large example of the struggle of religion to separate from secular processes. Religion then plays the same role as propaganda did during the ~~early~~ early - twentieth century in both Russia as well as Germany. where Hitler and the soviets united over socialist and communist nationalism, the Thirty Years' War was fought for ~~religious~~ unity through religious toleration or lack-of which is similar through the portrayal of Cardinal Richelieu (Doc 2). within the image of Richelieu is a portrayal of Cardinal as a protector from both Protestant Hugenots as well as the likes of Catholic Spain and Austria. This early use of political device exemplifies not only the overarching structure of the Thirty Years' war, but the political intention itself (Doc 6.).

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Before the Thirty Years' War, religion had a strong hold on society. Countless religious conflicts had been occuring. The Reformation pointed out flaws of the Catholic Church, and the French Wars of Religion were a series of conflicts between the French Hugenots and Catholics over territory in Paris. The Thirty Years' war was a result of tensions politically through military invasions of Germany and ultimatiums to fights with specific alliances. However, causes of the Thirty Years' war revolved around religious toleration, the forcing to convert, and seperate ideas on God's justification in the war. Therefore, the Thirty's Years' War was fought primarily due to religious conflict, rather than political reasons.

The Thirty Years' War resulted in numerous countries fighting. One of the reasons to fight was for religious toleration. Document 1 addresses the accounts of rumors of free religious excersise. The document explains the rumors were false and Bohemia has no constitutional grounds to defend their country. By the Holy Roman Emperor addressing that there is no threats coming from an enemy, the document shows political pressure was not a reason for arment. With no military threats, the war had to have been caused for other reasons. The document continues by saying that subjects wanting religious toleration, have no justification in raising soldiers for political reasons.

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The justification comes through religion. By addressing the people directly, it shows the ruler worries about warfare. When Matthias directly explains why not to rise, it shows their is cause for worry, as the alleged free exercise may cause fighting. With religion being the main conflict, fighting would erupt because of religion, not political tensions.

Another religious cause for fighting was people's being forced to convert. Document 2 comes from the Bohemian Federation constitution. This primary source shows the exact make up of a country directly involved in the war. The formal writing presented represents the viewpoint of a key country under the Holy Roman Empire, making the information relevant ~~to~~ as to why they justified fighting. The document goes on to say that the Confederation is meant to defend the Almighty religion, and should intervening in the Christian practice take place, they must take ~~the~~ defensive measures. ~~By stating the reason to fight~~ As the constitution justifys why it fought, it is clear to see the reason is religion. When Christianity is threatened, Bohemia promises to defend it and so by defending the free exercise of the Calvinist religion, Bohemia is fighting for religious purposes. Document 3 is a report after the attempts to re-Catholicize previously Protestant areas. As this document is addressing the process of conversion, it becomes relevant to the argument. By obtaining a primary source on the directs effects of conversion in the Thirty Years' War, the information becomes relevant to the reasons for fighting due to the

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account of the primary source. Document 3 says that two or three hundred would emigrate if forced to convert. They wished to keep the faith of their ancestors. Forcing Protestants to convert had a negative affect on their life. By explaining to rather emigrate in order to keep fate rather than convert, one can see where tensions can be created. The fore forceful nature of the war caused peoples to fight and more, rather than be forced into a religion they didn't believe.

The war ended with the Treaty of Westphalia, but not all of the conflict was solved. Documents 7 expresses the Pope Innocent X's view on the treaty. As the Pope is linked directly to God and the Catholic Church, the argument presented is relevant as it shares a direct viewpoint from the Catholic Church. With as much power as the Catholic Church had, the Pope's viewpoint is considered the most important back in the 1600, before secular based governments. ~~The document~~ Document 7 explains how Pope Innocent X declares that any territory that impairs the Catholic religion shall be void even when ratified by the oath. This conflict after the war shows the direct tensions between religion. The Catholic's viewpoint show the resistence to the Protestant religion, which explains why fighting erupted in the first place.

Religious conflicts roots back before the Thirty Years' War and after it. The pe prosecution of and house arrest of Galileo shows the Church's conflict with

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outside ideals. When Galileo confirmed and taught the heliocentric theory, he was punished by the Church. Religion in the sixteenth and seventeenth centuries caused numerous amounts of fighting. This type of conflicts can be rooted back to the Thirty Years' War.

Some may view the ~~Relig~~ Thirtys Years War as a result of political tensions. Document 4 is a letter directly from Gustavus Adolphus, This ~~relig~~ man is known for winning the war so by viewing his motivations the audience can see some clear causes for fighting. When the document explains Gustaves' ultimatium to the Protestant elector, one may argue its is political with its's alliance based content. However, the ultimatium based off of an alliance with similar religious views in order to promote the favored religion. This factor roots back to the fighting which is religiously based. Document 5 describes Gustavus's intensions. Although one may argue its is political with his Baltic, German, and his own kingdom's safety in his motivations, the safety concerning these states were caused by threats of religious conversion. The motivation to march into Germany was religious, not political in that the liberation of Germany was directed at its religion.

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Prior to the Thirty Year's War [redacted], religous tension due to the corruption of [redacted] Catholicism and other religous movements such as the Protestant Reformation have lead to many discrepancies as to which religon should dominate Europe. When monarchies began to interfere, their desire for more power also lead to rising tension. However, while some may say that the Thirty Year's War was fought primarily for these political reasons, It is clear that the true cause was religous conflict because of [redacted] uncertainty in regards to which religion will control Europe.

In a Jesuit official's report to Elector Maximilian on re-Catholicizing previously Protestant areas, [redacted] Bernhard Bauman clearly [redacted] highlights the importance of how much greater life was for the people whe Catholicism was the primary religion. (DOC 3). He emphasizes that Catholic faith kept the town in order. Ideals like this caused tension to grow amoung Catholics and Protestants, eventually breaking out in war. It should be noted that this source comes from

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a Jesuit official who has specifically been trained to spread Catholicism and be passionate about this faith, causing this document to be somewhat bias (CAPP1). Similarly, in a papal declaration in response to the treaty of Westphalia, Pope Innocent X shares that all aspects of the treaty that do not amplify the Catholic religion by impairing it's values, should be nullified (DOC 7). This shows that regardless of politics or other aspects, faith alone caused conflict among Europeans and had a large impact on all government and social decisions made. Because this source comes from a Catholic Pope it does show bias due to the one sided infocmation given (CAPP2).

In a meeting between Axel Oxenstierna, Swedish high chancellor, and Sweden's ally Brandenburg, it is noted that Gustavus Adolphus's desire to expand his rule lead to him intruding Germany immensly (DOC 5). It is noted that this was

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accidental, showing that political motivation clearly was not as affective as religion. The fact that this source does not come from Adolphus himself proves that his true intensions will never be known (CAPP3).

This same passion for religous unity can be seen in the Holecaust when Hitler's primary goal was to irradicate Jewdism to ensure that all European's would be the same. This want for religous similarity is a powerful passion that eventually became the primary cause of the Thirty Years War.

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The Thirty Year's war was fought in the seventeenth century, and concerned areas including Bohemia, Sweden, Bavaria, Brandenburg, among others. One of the main conflicts that sparked the war were conflicts concerning unified religion. It had been customary before to have distinct connections between church and state, which had not become a problem until the Protestant Reformation. This was a splintering of the church forcing divided loyalty and contrasting beliefs. Wars broke out in response to authoritative restrictions on religion including the most prominant-The Thirty Years War. The Thirty Years War was one fought where the tolerance of religious diversity was tested, which is proven by statements made by highranking officials, significant religious individuals, and more common platforms.

Throughout history, leaders have always been forced to make decions that directly effect their people. Among these decisions during the seventeenth century were ones concerning the choice to be religiously tolerant or not. The result of this choice was a grandly influential. Some, like Emperor Matthias, chose to be religiously tolerant and seemed to have nothing to fear. "We want to make it clear to you that we have no intention of rescinding the agreement between the religions." (Document 1). He, as a fairly reliable primary source, later goes on to state that he believes he has nothing to fear. This tolerance later proves to be a key factor. Other leaders took a less tolerant approach, "... do not mean to rest till the Protestant religion is wholly rooted out of the Empire." (Document 4). This displays the varient responses to a no longer unified

church. These choices led to disputes and violence over rights to govern - provoking a war. Thus, it can be said that the Thirty Year conflict was a direct result of the tolerance of leaders concerning religion.

Among those who directly contributed to the war effort were those with religious distinctions. (Those who made vows and lived for the faith). During the War, Bavaria is an example of a place where efforts were made to establish a unified church. It is shown in Document 3 that Jesuits, and possibly other catholic religious, were sent to convert, with some success. This is an unbiased source as it is a direct communication from one who experienced the events mentioned. The Treaty of Westphalia, which allowed religious toleration, was responded to by the papal authority, "impair...the catholic ~~church~~ religion... have been, and are of right, null and void." (Document 7). This is the opinion of a staunchingly catholic individual responding to religious toleration. Therefore it can be said that religious individuals influenced the course of the Thirty-Years War.

Other platforms prove the existance of the war was based on religious reasons. For example, in Document 6, an artist used symbolism and personification to illustrate France's elimination of heresy during this time period. Heresy, in this case, is Protestantism. This is exemplamary of what the Thirty-Years War was fought for - the "cleansing" of countries for a singular, superior religion. However, it is possible that the artist, Gagniere, did not actually feel this way, but was commissioned to paint this for someone who does, which is important to keep in mind [illegible] noting the point of

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view. In Document 2, a constitution exhibits the opinion of those who wrote it, who fought in the war for what they believe in. It states the policy of Bohemia concerning religion and thus the reason why they became involved in the war. It is safe to say that besides both secular and religious authority, there were other things that proved the Thirty-Years War was fought over religion.

In conclusion, The Thirty-year's war was primarily fought over religious reasons. The Hundred years war, Black Death, Great Schism, and The Protestant Reformation all provoked instability within the Catholic Church and its believers. All forced society to rethink and reflect about faith leading to new ideas concerning it. The Thirty-year's War occurred primarily to combat differing religious beliefs rather than territorial gains.

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The notion of religous tolerance was fairly new to Europe, especially since most powerful European nations were Catholic. ~~[illegible]~~ Yet the development of logic shifted the amount of Catholics in Europe to Protestant. There had always been an underlining agression between the two, yet the action of using ethos, pathos, and art, and preparing for war because of religous aspects leads us to discover that the Thirty Years War was fought primarily for religous reasons.

European nations' lack of tolerance toward Protestants was obvious to say the least. Nation leaders used ethos, pathos, and art to convince citizens and other European nations of Catholic superiority. Baumann (doc 3) used pathos when explaining how crowds of people "declared" that they would "keep the faith of their ancestors", bestowing a sense of pride in the audience's heart. Gagniere used his talent of art, (doc 6) using symbolism. The brave Cardinal Richelieu removing Protestant catepillars from the beauty of the France fleur-de-lis, envoking a sense of heroism, making it seem as though the Protestants are ruining the beauty of the Catholic French. Pope Innocent X then uses a religous form of ethos in order to persuade his audience (doc 1). He states that Protestants "impair" their God given rights, and then goes on to explain how

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protestants seek their own interests rather than God's. These techniques all have the same objective, which is to persuade others that Protestants do not have the nation's or the Lord's best interest at heart.

Many nobles and governments were preparing or threatening the idea of war before the war, and their objectives all related to religous intolerance. Document 2 points out a statement from a Bohemian Federation constitution, warning the king of the preperation of war if said king attempted "anything contravening the religous concessions, unions, and this constitution...", threatening the idea of war. Adolphus, Sweden's king, threatens the expense of "danger to life and limb" (doc 4) until the Protestant religion is absolutely estranged from his empire.

Some may argue that the Peace of Westphalia took out the aspect of religion when discussing causes of the Thirty Years War, and while Emperor Matthias rest assured Protestant citizens in his empire (doc 1), the peace had never really settled, and was met with even more intolerance towards Protestants, creating the battle between Protestant and Catholic dominance. And while the amount of agression was not as extreme as the War of Religion, resulting in events such as St. Bartholomews Day Massacre, the severity of noble and king support of Protestant intolerance was extreme.

The Thirty Years War was a significant event in history that lead to religous tolerance. Before the war, nobles and kings were allowed to spread their unsupported opinions bashing other

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religions, attempting to persuade citizens of their notions. Yet now, religous tolerance is much greater and more important to society. The Thirty Years War began and ended with religous reasons.

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The Thirty Years War was a war with four stages; Bohemian, Swedish, Dutch, and French. The first three phases was mainly religious purposes and the last was fought for political purposes.

The Thirty Years War was fought in what we know today as Germany. It had four stages; Bohimian, Swedish, Dutch, and French. The war was fought primarily for religious perposes, like religious tolerances, [illegible]

Religious tolerance was one of the important aspects of the war. The protestants wanted the same rights as the Catholics and calvanists which has been decided by the Treaty of Trent. [illegible] Bohemian phase the war was between protestant and HRE, which ended with a desisive victory for the catholics in the battle of White Mountain. As said by the HRE Matthias (Doc 1) in 1618, "Free exercise of Religion will be abolished". He feels that he is loosing power and will do anything to preserve it. In the Bohemian phase the war was between the protestants and the HRE in which it ended with a decisive victory for the chathlics in the Battle of White Mountain. But as they were loosing hope;

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the King of Sweden Gustavus Adolphus (Doc 4) in 1630 came to the rescue. He said "I have come into this land for other purpose than to free it from the thieves and robbers who so plagued it." This purpose was to save his allies so that they were surrounded by his allies. He wanted to preserve his religion.

Though the war, the intensions of fighters changed from Religious reasons to Political reasons in the french phase with cardinal Richelieu. France fought with the aid of the protestant and against HRE because they were setting too powerful which is depicted in Doc 7 when the lion and the eagle are clawed.

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The Thirty years war was fought over several reasons. The main one being religious reasons. While there were political parts of the Thirty years war the primary reason was ~~the~~ conflict between the protestants and catholics. There had been increased tensions between the two parties for a long time before the war. The final straw was the defestration of Prague, in which catholics were thrown out of a building into manure. This led to physical conflict between the two parties because the Holy Roman Emperor (catholic) went to prague to restore order. The main ~~reason the war~~ reason the war was fought was religious conflict although political conflict helped further the war.

In the first document which is written by the Holy Roman Empire, he tries to convince the people of Bohemia that he is not there for religious reasons. But he would not have been there if it hadn't been for a religious conflict (defestration of Prague). He says he is also there to take the throne. But in doing so he will make Bohemia a catholic state. By being a Holy Roman Emperor any political move like this is inspired by his religion and the power given to him by the pope

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Document 2 is written by a coalition of nobles. The point of this document is to not incite violence "All churches... in Catholic hands are to remain so" (Doc 2). By announcing this to the Holy Roman Emperor they are showing know they do not want to become catholic if he takes control of Bohemia. However the people will fight if they are to lose their religion as the passage states. There is nothing political about their reason to fight. It is strictly religious

Document 3 was written by a Jesuit Official. It is about making protestant regions accepted by catholics, catholic again. "1,200 outside it have been freed from heresy" (Doc 3). There main goal was to make protestant areas catholic again and this shows it. They even recieved orders to "Intensify Catholic conversions". If this was a political war they would have not recieved orders like that.

Document 4 is a letter from Gustavus Adolphus, king of sweden and a protestant. In this letter he describes his reasons for fighting and joining the war. "[Holy roman Emperor I...[does] not mean to rest until the protestant religion is wholly rooted out of the empire" (Doc 4). By listing this as his reason to fight he confirms that this war was a religious one. He would not have

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joined the war if it had not been for the mistreatment of the protestants in the empire.

In Doc 5 is an account of a meeting after the death of Gustavus Adolfus. The people in the meeting reflect on Gustavus' reasons to fight. The main one was "liberate the oppressed lands" (Doc 5). By that statement he meant liberate protestants. There is very little political about liberating members of a persecuted religion.

Document 7 is from the end of the war after the treaty of westphalia. It is a declaration from the pope. He declares that all the parts of the treaty that impair the catholic church are void. The treaty would not contain things about the catholic church if it had been a political war.

In conclusion, there is no evidence to show that the war was fought primarily over political differences. While on the other hand there is a plethora of evidence that shows that the war was fought over religious tension.

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THE THIRTY YEARS' WAR [redacted], THE WAR THAT ENDED WARS ON RELIGION, STARTED OUT [redacted] PRIMARILY FOR RELIGION BUT DUE TO CHANGES IN POLITICS AND NEW IDEAS ON SOCIETY ENDED AS A WAR OVER POLITICS.

THE 30 YEARS WAR STARTED AS A WAR OVER PROTISTANTISM VS. CATHOLICISM. [redacted] AT THE TIME THOUGH MOST PLACES SEEN IN DOC. 1 [redacted] HAD ALREADY COME TO TURNS WITH THE RELIGIOUS TOLERENCES. FRANCE ON THE OTHER HAND, BACKED BY THE POPE AND CHURCH SEEN IN DOC. 6 WHERE ON THERE WAY TO REMOVING ALL PROTISTENT WITH THE [redacted] REMOVEL OF HUGUENOTS WITH THE REMOVEL OF THE EDICT OF NAUNTES. MANY PLACES LIKE SWEDEN [redacted] DOC. 4 BACKED THE IDEAL OF THE ERADICATION OF [redacted] ALL PROTIS TANTS BECAUSE OF THE DISGRACE IT WAS TO THE CATHOLIC RELIGION. DOC. 7.

[redacted] BY THE TIME THE WAR CAME MOST [redacted] PLACES LIKE THE HOLY ROMEN EMPIRE HAD RELIGIOUS TOLERATION RULES SET IN PLACE AND MANY NOBLES WHO FOLLOWED FOUGHT TO KEEP THERE RELIGION SEEN IN DOC. 2. MOST COUNTRIES FOUGHT TO BACK ALLIES OR TO FIGHT FOR THE SAFTY OF [redacted] THE COUNTRY DOC. 5.

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BECAUSE OF ENLIGHTEND IDEALS ~~[illegible]~~, AND CORUPTION IN THE CHURCH MANY DIDN'T TRUST THE CHURCH, OR IN THE CASE OF ENGLAND FOUGHT JUST TO MAKE SURE THAT FRANCE DIDN'T WIN. THE WAR TURNED POLITICAL DUE TO ALIANCES BETWEEN COUNTRIES, AND GAINS FOR POLITICAL GAIN AND POWER SEEN WITH THE JOINING OF ENGLAND AS WELL AS THE SIGHNING OF THE PEACE OF WESTVALIA AND A NUMBL ENDING TO THE WAR.

DUE TO A SET OF POLITICAL RIVELRYS AND SET OF ALLIANCES THE 30 YEARS WAR TURNED FROM RELIGIOUS TO POLITICAL.

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When Luther attached the 95 Theses to the door in 1517, that was when the whole social and religious structure in Europe changed. Luther's ideas undermined the Catholic church because the ideas attacked the church's values. the ideas began spreading to the rest of Europe. His ideas began to resonate within the European people who then wanted to completely dissassociate from the Holy Roman Empire, which the Holy Roman Empire wouldn't allow. This led to the long struggle known as the Thirty Years' War. The Thirty Years' War was fought primarily for political reasons because countries wanted to expand their influence, leaders wanted to remain in power, and leaders wanted to change the balance of power among the European nations.

Countries wanted to expand their influence during the Thirty Years war. more than preserving their religion, they wanted to rule more territory and expand their spheres of influence. In a letter written from Adolphus to the elector of Brandenbury, Adolphus issues an ultimatum to the elector and says he must pick a side in the struggle, but whatever side he picks will still be his (doc 4). The document also says ~~that~~ asks

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DBQ

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the elector if he would like to either deny his religion or leave his country. The elector obviously choses to fight, as evidenced by his actions later in the war. The purpose of this document is to persuade the Protestant elector to fight for his country so that he doesn't lose all his territory and can later expand on his territory. If he loses his kingdom in this war, he won't be able to expand his sphere of influence. In addition, Doc 5 accounts a meeting concerning Adolphus' intentions which say his intentions were to disrupt the plans of the enemy and ~~liberate~~ free the oppressed lands ~~of~~ in Germany. As subjects of Adolphus, they obviously supported all ~~his~~ his actions and justified them appropriately by painting the church as the enemy and saying he didn't mean to go into Germany as much as he did. This supports the argument that the war was fought to expand territories because Adolphus tried to liberate areas in Germany, presumabely to start controlling them. The war lent itself to this because he could use religion as an excuse to gain more territory.

The war was fought for political reasons because the leaders wanted to remain

Circle the question number that you are answering on this page.

DBQ

J 3 of 5

Mandatory	Circle one
1	2 or 3 or 4

~~The~~ in power. ~~In document~~ In the Emperor's letter to his Protestant subjects in Bohemia the Holy Roman Emporer writes that he still wants to preserve all their rights and liberties and calls them loyal subjects; He calls the war a misunderstanding. (doc 1). As Holy Roman Emporer he believes that Catholicism should prosper but he doesn't want war with the Protestant Bohemians because he doesn't want to be overthrown. This shows his political reasons even though they don't necessarily allign w/his religious views. Also, In Pope Innocent X's papal declaration he essentials tells his subjects to disregard the Treaty of Westphalia and that the ~~Protestants~~ Catholics have been wronged by the Protestants. As the Pope of the Catholic church, he did not like that the Protestants were winning and undermining his authority. Afraid he was going to lose power he declares the Treaty "null and void" and chooses to disregard it so he can stay in power.

The War was fought For political reasons so nations could have ~~a~~ change the balance of power. In Gagnieres painting of Cardinal Richelieu getting rid of the Huguenots while ~~crushing~~ restraining Catholic Spain and Austria. (doc 6) Cardinal Richeliu as

Circle the question number that you are answering on this page. DBQ

Mandatory	Circle one
1	2 or 3 or 4

J 4of5

a Catholic chooses to remove the French Calvinists (Huguenots) because they are undermining his rule and don't allign with his beliefs. However, he is also restraining his fellow Catholics Spain and Austria because he doesn't want them to start controlling France too. He wants the balance of power to remain in favor of France, thereby restraining Spain and Austria from participating in his internal affairs. The purpose of this doc was to show how Richelieu was pulling the strings to retain his balance of power. This struggle for a balance in power is similar to WWI and WWII in Europe when nations would try to dominate and restrain one another. Germany tried to assert itself during WWII and expand its sphere of influence but other countries (Allies) would fight back to stabalize the balance of power. Germany during WWII is similar to France during the 30 years war as they both tried to destabalize the balance of power that existed at the time, emulating a political struggle.

The war could also be called a religious struggle though because some people fought purely to uphold the Protestant Faith. The Bohemian Federation constitution essentialy

Circle the question number that you are answering on this page.

DBQ

J-5 of 5

Mandatory	Circle one
1	2 or 3 or 4

says that the people can exercise Calvinism freely, and if anyone objects to that there will be consequences (doc 2). The document is directed at the king and the citizens because it is a constitution, which is why its directly to the point. There are no political undertones in this document. They want war only if the king or anyone else refuses to acknoledge their Calvinist faith, not for any political reasons. In addition Baumann's report talks about the town in which the Jesuits are trying to recatholicize and trying to convert the citizens back to catholicism. (doc 3) As a Jesuit who tries to Recatholicize areas that have fallen to Protestantism, he believes the Protestant religion is heretic which is the reason for the Jesuit order. His motives are only religion as he doesn't want to see the heretic Protestantism prevail.

The Thirty Years War was fought for political reasons because people wanted expansion, to remain in power, and change the balance of power. Although it could be considered a religious struggle too.

Circle the question number that you are answering on this page. DBQ

Mandatory	Circle one
(1)	2 or 3 or 4

K-1 of 3

The Thirty Years' war was from 1618 to 1648 and spread from localized regions to the majority of continental Europe. It is commonly referred to as the last of the religious wars. It has been divided into four phases: Bohemian phase, Danish phase, Swedish-France phase, and lastly, the Franco-swedish phase. In the beginning, conflict arose between Bohemia and the Holy Roman Empire pertaining to religion. Calvinists were the majority in Bohemia, and the Holy Roman Empire was trying to exercise religion upon them. To the North of the Holy Roman Empire, conflict arose within the pockets of Danish territory nested within the Empire. Sweden soon got involved, trying to protect their territory and gain, funded by the French. Soon it was the swedish funding the French. The ~~seceded~~ last two phases of the war reached across the continent and was about diminishing Hapsburg Power. The first two phases were localized disputes over religion. Due to the large scale in which the battle for power occurred, it is clear this war was primarily political.

In 1618 the war began with religious conflict in Bohemia. The Holy Roman Empire said they were trying to perserve religion freedom at the same time they were diminishing it. This is best demonstrated by document one, a letter from the Emporer Matthias. He is clearly trying to settle threats of revolution and to calm his people, although it was to no avail. This war was breaking out due to the potential supression of free religion. In 1619, the constitution of the Bohemian Federation (document two) perpetuated a movement against their ruler and any ruler who threatened their ~~people~~ liberties. The conflict between Bohemia and its ruler intensified on a small scale, over a religious cause. It is important to note Bohemia is a rather small portion of the Holy Roman Empire, and the catholic settled these qualms, ending phase one while the Danish sent territorial threats to the North.

The war shifted to a more political domain with the entry of Sweden into the

DBQ

Circle the question number that you are answering on this page.

Mandatory	Circle one
1	2 or 3 or 4

X 2 of 3

conflict. The king of sweden, Gustavus Adolphus, stated in a letter to the Protestant Elector of Braadenburg in ~~1630~~ 1630 (document four) that the Holy Roman Emperor must make up his mind on how he would like to proceed with the war. He must take a side and fight to gain territory or keep what ~~remained~~ there was of the Holy Roman Empire. This was how about taking decisive sides and declaring allies, which points to a more political war. In Document seven, the Pope Innocent X reacted to the Treaty of Westphalia, saying it was about one's own want and need, rather than religion. The thirty years' war was a conflict centered around which nations wanted what and who was on each side, which is what a political war was all about. The thought of religion was almost abandoned at this point in the war. → lastly, land gain and control were major motivations for the war to spread to a larger scale, with involvement of the Spanish Habsburgs, French, Austria Hungary and France. Diminishing the power of the Habsburgs of Spain and the Holy Roman Empire was essential to the involvement of multiple European nations in this war. This is shown with Document six, an image of the chief minister of France, Richelieu. He got France involved in the war due to a want of balance of power. He ~~didn't~~ did not want the Habsburg dynasty controlling all of Europe. This caused him to enter France into the war, to diminish the Spanish Netherlands and disrupt their control. This would also lead to a gain for France. Also vying for power was the swedish king Gustavus Adolphus, who had a navy rivaling the British at the time. In document five, Gustavus' intentions during war before his death was to retain Sweden and the Baltic sea. He wanted to retain power. His invasion of continental Europe also leads to the belief he wanted more territory and more control. Seeing as he was an absolute monarch, like Louis XIV, directed by Richelieu, this idea is very plausible. The retaining of power was also shown in document 3, written in the height of the war. This demonstrates

Circle the question number that you are answering on this page.

DBQ

K-3 of 3

Mandatory	Circle one
(1)	2 or 3 or 4

the willingness of citizens to emigrate if their wants of religion were ignored. This prompted action, as Maximillian didnt want to lose any of his control of the population. It was about retaining power, and the Holy Roman Emporer did not comprehend the fact he needed the peoples support to win the war when he did not have it.

In conclusion, the involvement of most of continental Europe in this war, combined with their actions and stated motivations points to the fact that this small scale, religious war turned into a large politically driven conflict. As the war progressed, the contest for power and dominion revealed itself over the outlying façade of a religious war. It was about taking down the Habsburgs and establishing a balance of power (especially France) which was established. With the Treaty of Westphalia, territories were determined, the modern day Germany was broken up into 300 states ruled by different princes, and the Holy Roman Empire was forced into a decline with a Bourbon placed on the throne.

Circle the question number that you are answering on this page.

DBQ

L-1 of 3

Mandatory	Circle one
(1)	2 or 3 or 4

The Thirty Years' War lasted from 1618 until 1648 and the war was fought between the catholic Holy Roman Empire with help from Spain and the protestant German states with help from Denmark, Swedden and France. The War started when Holy Roman Emperor Matthias, and later Ferdinand, passed a document stating that all the protestant states must become catholic again. This triggered the war to be started by Bohemia fighting back, but they didn't stand much of a chance to the greater military of the Holy Roman Empire. Many still debate whether the war was fought more because of religion or for political reasons. In document 1 HRE Matthias sent an open letter to his Protestant Subjects in Bohemia and he told them that he just wants them to return to the empire and that they will keep all their liberties as Bohemian citizens, this document supports that the war was more political than religious. In documents 2 and 3 they both point towards a more religious meaning for the war. Document 2 states that they wish to keep Calvinism in Bohemia and that all Calvinist workers shall remain Calvinist no matter what the Holy Roman Emperor says. Document 3 is written by a Jesuit official named Bernard Baumann who is working on re-catholicizing Protestant areas. Bernard he exclaims he is saving people from heresy and that he wishes to intensify catholic conversions and that he wishes there wasn't bloodshed and he blames the war on the local government leaders who "knew how to stop this". Document 4 is a letter from the Swedish king Gustavus Adolfus to the Protestant elector of Brandenburg in 1630. In this letter Gustavus exclaimed that he is joining in this war because he wants to help the German states grow and

Circle the question number that you are answering on this page.

DBQ

L-2of3

Mandatory	Circle one
(1)	2 or 3 or 4

deal with crime in their respective states. He exclaimed to the elector that the Emperor wished to root out Protestanism completly from the Empire and Gustavus wished to help the Protestants with their endeavors in this war. Gustavus says that he will meet the Emperor and if the emperor works with God he will help him but if the emperor works with the devil he will fight him and he stresses the fact that there is no neutral option to his involvement in this war. Based on this document it would seem that the war is being fought primarily based on religion and nothing else. Document 5 is a confidential account of a meeting between Axel Oxenstierna, a Swedish high chancellor the elector of Brandenburg after the death of Gustavus Adolfus. In the document, Oxel says that Gustavus's intentions were TOO protect the Baltic region with the emperor wanted for himself and to help the oppress German lands. Oxel also states that Gustavus's original plan did not involve him going so far into Germany as he did but he wanted to help the Germans who were uppressed by the emperor. This document is both political and religious but is a little more political because he wished to protect the oppresed, not always the other protestants. Document 6 is religious without a doubt. The image shows Cardinal Richelieu pulling 4 caterpillars off of a flueur-de-lis, and the caterpillars represent protestant Huguenots. While doing this an eagle and a lion watch chained to a wall. These animals represent Spain and Austria. Document 6 is also political because it shows Spain

Circle the question number that you are answering on this page.

DBQ

L-3 of 3

Mandatory	Circle one
1	2 or 3 or 4

and Austria being restrained by France. Over all these documents show both sides of why the Thirty Years' war was fought. In my opinion the war started completely based on religion, but as the war progressed it evolved into a political war, especially after France joined.

Circle the question number that you are answering on this page.

DBQ

Mandatory	Circle one
(1)	2 or 3 or 4

M-1 of 4

During 1618-1648 was the Thirty Years War. This war was fought in 4 phases. The Bohemian Phase, the Danish Phase, The Swedish Phase, and the French ~~Phase~~. (in order) During the first two ~~2~~ phases the war was fought in the Holy Roman Empire and was mainly about disputes in religion. (Protestant vs. Catholic) During the last two phases the war became much more about power of the Habsburgs and ~~the~~ the war became ~~much~~ more continental. ~~Religous and Monarchial authorities explain and report on the Thirty Years War both religously and politically.~~ After the Peace of Augsburg, ~~rulers~~ the countries religion was now based off ~~of~~ the ruler's religion, this lead to various problems. Religous officials and Monarchial rulers explain and report on the situation of the Thirty Years War ~~both~~ from a religous standpoint~~, and a political standpoint~~.

and end

At the start ~~/beginning~~ of the war the Holy Roman Emperor, ~~and the constitution of Bohemian Federation~~ and his devout Jesuit missionary, and a ~~Painter~~ Romantic painter, work towards the push for ~~Protestantism~~ Catholicism in Europe. The HREmperor Matthias writes to his Bohemian subjects hoping to achieve Catholicism there. As Matthias is writing this he plans it accordingly to his audience. He knows they are mostly Protestant and it will be difficult to please them. (Doc 1) So he works to write about how they will retain their liberty but free exercise of religion must be abolished. As the Thirty Years War came closer to it's end Cardinal Richelieu had

Circle the question number that you are answering on this page. D B Q

Mandatory	Circle one
(1)	2 or 3 or 4

M-2 of 4

had something to say about it. (Doc. 6) In 1640 the Thirty Years War had reached "The French Phase". This phase was known as one of the bloodiest phases to exist. Jean Gagnier paints Richelieu carefully removing the French calvanists (hugenots) from France. Gagnier paints Catholic Austria and Spain as chained back but vicous. His purpose was to show Europe that the Protestants have the option to simply convert peacefully but if not the vicous Spain and Austria will be allowed to devour them. The second ~~pe~~ phase in the Thirty Years War was "The Danish Phase". ~~The King of Denmark, Wallenstein, tried the give efforts to Bohemia~~ The Protestant King of Denmark, Wallenstein, worked to help out Bohemia but was brutally beaten by the Catholics. Bernhard Baumann lead a Jesuit group to try and convert the Protestants. (Doc. 3) He's working to force all these people to be Catholic. Baumann sees his work only through a Catholic lense. He does not know the other side of the war. Nor does he care about it, as a Catholic. So he simply keeps up his efforts to convert as many Protestants as possible.

During The Swedish Perid, (1630s) Gustavus Adolphus was a well-renowned military strategist and king, until his last days. As a Protestant King, Gustavus Aldophus' perspective on the war was quite clear. He would fight for his fellow protestants. He wanted to free the Protestants from the Catholics and him being a great military offical he did

Circle the question number that you are answering on this page.

DBQ

Mandatory	Circle one
(1)	2 or 3 or 4

M-3 OF 4

exactly that. (Doc. 4) When Gustavus Aldophus died in a military battle, the Protestants were devestated. The main purpose of Aldophus' intentions were liberate those who were Protestant in Catholic lands. (Doc. 5) So in 1933 there was a meeting between Axel Oxenstierna, where his plans for the war were discussed and brought to light. Aldophus's ~~dying wish was to~~ military strategizness and his hatred towards Catholics is represented in his "intentions.

~~During~~ A constitution and a Pope both recognize their reasons for reform in the chosing of religion. Pope Innocent X declared his response to the end of the war in 1648. During this time ~~&~~ both sides had realized that the hanging of men on trees, and the elongation of the war must come to an end. ~~So~~ (Doc. 7) So they signed the Treaty of Westphalia to end off the War. As this was hapening countries were realizing the continental, growing, power of the Habsburgs and worked to stop it. In the end the Pope had responded in a religous hope for the spread of Catholicism. And Europe emerged with new dynastios like Bradenburg and Alasce. In the begining of the war Bohemia's ruler was Catholic, yet his people were mainly ~~religious~~ protestant. So in 1619 a constitution was written for them. (Doc. 2) The constitution stated that they area of Bohemia should live in a Christian life, Yet it then proceeds to state the free exercise of Calvinist religion. It's ~~pu~~ goal was to make both sides happy but this didn't work.

Circle the question number that you are answering on this page. DBQ

Mandatory	Circle one
1	2 or 3 or 4

M - 4 of 4

The Thirty Years War in Europe is also similar to the Reformation. They may seem like a stretch but hears why. The Reformation was about Protestantism vs. Catholicism. It was full of blood from the incredibly corrupt and gory peasant revolts. The Thirty Years War was a war all about the Protestants vs. the Catholics. And ~~its~~ it was full of death and blood, especially in the French Phase. Both ~~examples~~ the Reformation and ~~&~~ the Thirty Years War resemble similar characteristics.

AP® SAMPLE STUDENT RESPONSES AND SCORING NOTES
2018 AP EUROPEAN HISTORY

Version 1.0

Question 1

Sample Identifier: 1A
Score: 5

- The response earns the thesis point in the introduction by stating that the Thirty Years' War was fought for mostly religious reasons.
- The response earns the point for contextualization for the lengthy discussion of the role of religious toleration in Europe as a way to situate the thesis.
- The response earns two points for accurately using the content of at least six documents (Documents 1, 2, 3, 4, 5, and 6) to support an argument relevant to the prompt.
- Although there is an attempt to provide evidence beyond the documents with a date for the Bohemian Phase of the war, it is not more than a simple reference and thus does not earn the point.
- The response earns the point for sourcing for doing so with four documents. Document 1 for purpose, Document 2 for purpose, Document 4 for historical situation, and Document 5 for purpose.
- The response does not earn a point for demonstrating a complex understanding of the historical development that is the focus of the prompt.

Thesis 1
Contextualization 1
Evidence 2
Analysis and Reasoning 1

Sample Identifier: 1B
Score: 1

- The response does not earn the thesis point because it indicates that the Thirty Years' War had political causes but does not provide motivation.
- The response does not earn the contextualization point.
- The response earns a point for using at least three documents (Documents 1, 4, 5, 6, and 7) to address the topic of the prompt.
- The does not earn a point for points for using the content of at least six documents to support an argument relevant to the prompt.
- The response attempts to connect Sweden and Russia but evidence is not relevant to the prompt and thus it does not earn the evidence beyond the documents point.
- The response does not earn the sourcing point despite the successful sourcing of Document 1 and Document 5 for purpose.
- The response does not earn the point for complexity. The comparison of Soviet and Nazi propaganda to the painting of Richelieu is not a valid or insightful connection.

Thesis 0
Contextualization 0
Evidence 1
Analysis and Reasoning 0

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AP® SAMPLE STUDENT RESPONSES AND SCORING NOTES
2018 AP EUROPEAN HISTORY

Sample Identifier: 1C
Score: 6

- The response earns a point for the thesis in the introduction that the Thirty Years' War was fought primarily for religious reasons because of religious toleration and forced conversions.
- The response earns a point for contextualization because the introduction describes the impact of the Reformation, the French Wars of religion, and war in the German states as leading to the Thirty Years' War.
- The response earns two points for using the content of at least six documents to support an argument relevant to the prompt (Documents 1, 2, 3, 7, 4, and 5).
- The response earns the point for evidence beyond the documents for an analysis of the persecution of Galileo's ideals as another form of conflict with the Catholic Church.
- The response does not earn a point for sourcing the documents, although it successfully does so in Document 1 for purpose and audience, and Document 7 for POV. It is unsuccessful at sourcing Documents 2, 3, and 5 for purpose.
- The response earns a point for demonstrating a complex understanding of the historical development that is the focus of the prompt by qualifying or modifying the argument with diverse or alternative views and evidence. The introduction presents an alternative to the political motivations with an argument that it was primarily about religious motivations. The alternative argument is first presented in the introduction and developed in the last body paragraph before stating in the conclusion that in reality political motives were primarily religious.

Thesis 1
Contextualization 1
Evidence 3
Analysis and Reasoning 1

Sample Identifier: 1D
Score: 3

- The response earns the thesis point in the introduction by stating that the Thirty Years' War is primarily religious because of uncertainty whether Catholics or Protestants will control Europe.
- The response earns the point for contextualization because of the corruption of the Catholic Church and monarchs interfering in order to gain power.
- The response adequately uses the content of at least three documents (Documents 3, 5, and 7) to address the topic of the prompt
- The response does not earn two points for using the content of at least six documents to support an argument relevant to the prompt.
- There is no attempt to provide evidence beyond the documents.
- The response does not earn the sourcing point. It does provide POV for Documents 3 and 7.
- The response does not earn a point for demonstrating a complex understanding because its attempt to connect Hitler's religious passion to the Thirty Years' War is unsuccessful.

Thesis 1
Contextualization 1
Evidence 2
Analysis and Reasoning 0

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AP® SAMPLE STUDENT RESPONSES AND SCORING NOTES
2018 AP EUROPEAN HISTORY

Sample Identifier: IE
Score: 5

- The response earns the thesis point in the introduction. The claim is basic - the war is about religious diversity. The reasoning for the fighting is to test religious tolerance.
- The response earns the point for contextualization for the discussion of the unifying role of religion in Europe, how the Protestant Reformation challenged it and how the Thirty Year's War sought to restore it.
- The response earns two points for using the content of at least six documents (Documents 1, 2, 3, 4, 6 and 7) to support a religious argument.
- No attempt is made to provide evidence beyond the documents and therefore the response does not earn this point.
- The response does not earn the sourcing point. It does provide sourcing for document 6 with a discussion of the POV of the painter being commissioned to produce the image of Richelieu. Attempts are made to source the POV of documents 1 and 3 by claiming the authors are reliable, but there is no explanation as to why.
- The response earns a point for demonstrating a complex understanding of the historical development that is the focus of the prompt, through the use of relevant and insightful connections across periods in the conclusion. Although the Hundred Years War example does not fit the category of events provoking instability within the Catholic Church, the other examples of the Black Death, the Great Schism and the Protestant Reformation do fit this pattern, as related to the Thirty Years' War. While not an elaborate connection, it is more than a phrase or reference and is connected to the religious argument established in the response, and therefore this response earns the complex understanding point.

Thesis 1
Contextualization 1
Evidence 2
Analysis and Reasoning 1

Sample Identifier: 1F
Score: 2

- The response earns a point for thesis in the introduction. While the information about ethos, pathos, and art used as an attempted category of analysis throughout the response is off topic, the introduction makes a historically defensible claim that the Thirty Years War was fought for religious reasons because of aggression between Catholics and Protestants.
- The response does not earn a point for contextualization. There is no successful attempt to provide context.
- The response earns a point for using at least three documents (Documents 1, 2, 3, 4, 6, and 7) to address the topic of the prompt.
- The response does not earn a point for using the content of at least six documents to support an argument relevant to the prompt. Documents 3, 6, 2, and, 4 do not support an argument in response to the prompt.
- The response attempts to use evidence beyond the documents with its reference to the St. Bartholomew's Day Massacre, but is not more than a single phrase. It therefore does not earn a point for specific historical evidence relevant to an argument about the prompt.
- The response does not earn a point for explaining the relevance of sourcing to the argument for at least three documents. It makes no attempts at sourcing any of the documents.

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- The response does not earn a point for demonstrating a complex understanding of the historical development that is the focus of the prompt by corroborating, qualifying, or modifying an argument.

Thesis 1
Contextualization 0
Evidence 1
Analysis and Reasoning 0

Sample Identifier: 1G
Score: 3

- The response earns a point for a weak thesis in the conclusion referencing the change from religious to political motivation during the French phase.
- The response does not earn a point for contextualization because the introduction merely mentions the four stages of the war in a single phrase.
- The response earns a point for using at least three documents to address the prompt. It describes the content of two documents (Documents 1, 4, and 7).
- The response does not earn a point for using the content of at least six documents to support an argument relevant to the prompt.
- The response earns the evidence beyond the documents point for a description of the Battle of White Mountain as a decisive victory for the Catholics in the Bohemian phase.
- The response does not earn the sourcing point because it makes no attempt to do so.
- The response does not earn a point for demonstrating a complex understanding of the historical development that is the focus of the prompt by corroborating, qualifying, or modifying an argument because the connection to Russia and Communism is not relevant to the prompt.

Thesis 1
Contextualization 0
Evidence 2
Analysis and Reasoning 0

Sample Identifier: 1H
Score: 4

- The response earns a point for thesis. The introduction makes a historically defensible claim that the Thirty Years War was a conflict between Catholics and Protestants which eventually became a political conflict.
- The response earns a point for contextualization by referring to the ongoing dispute between Catholics and Protestants leading to the Defenestration of Prague.
- The response earns a point for using at least three documents (Documents 1, 2, 3, 4, 5, and 7) to address the topic of the prompt.
- The response does not earn a point for using the content of at least six documents to support an argument relevant to the prompt because Document 5 makes an unacceptable attempt to support the argument.
- The response does not earn a point for explaining the relevance of sourcing to the argument for at least three documents because it makes no attempt to do so.

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- The use of the Defenestration of Prague in the first body paragraph earns a point for using at least one additional piece of specific historical evidence relevant to an argument about the prompt. Note that the mere use of the phrase is not sufficient but coupled with the previous sentence explaining why the emperor is present, it is minimally acceptable.
- The response does not earn a point for demonstrating a complex understanding of the historical development that is the focus of the prompt by corroborating, qualifying, or modifying an argument.

Thesis 1
Contextualization 1
Evidence 2
Analysis and Reasoning 0

Sample Identifier: II
Score: 1

- The response earns the thesis point in the conclusion that the Thirty Years' War turned from religious to political due to a set of political rivalries and alliances.
- The response does not attempt contextualization and thus does not earn the point.
- The response attempts to use Documents 1, 6, 4 and 7 but does so inaccurately. It adequately uses Documents 2 and 5 but this not enough to earn the point for using at least three documents to address the topic of the prompt.
- There is an attempt at evidence beyond the documents with information about England and France but it is not relevant to an argument about the prompt.
- The response does not earn a point for explaining the relevance of sourcing to the argument for at least three documents because it makes no attempts to do so.
- The response does not earn a point for demonstrating a complex understanding of the historical development that is the focus of the prompt.

Thesis 1
Contextualization 0
Evidence 0
Analysis and Reasoning 0

Sample Identifier: IJ
Score: 7

- The response earns the thesis point in the introduction for stating that the Thirty Years' War was fought primarily for political reasons because countries wanted to expand their influence, leaders wanted to remain in power and change the balance of power.
- The response earns a point for contextualization by referencing how Luther's ideas undermined the Catholic Church.
- The response earns two points for using the content of at least six documents to support an argument relevant to the prompt, using all seven documents (Documents 1, 2, 3, 4, 5, 6, and 7).
- The response earns the point for evidence beyond the document by discussing how the destabilization of the balance of power by Germany in World War II compared to Richelieu and French actions destabilizing the balance of power during the Thirty Years' War. Because these

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political considerations relate to the prompt and support the argument that countries and leaders wanted to alter the balance of power and is information not contained in the documents, it is sufficient to earn this point. The response earns the point for evidence beyond the document by the reference to Richelieu's pulling of strings to retain the balance of power in favor of France. By itself this mere phrase would not be enough to earn this point, however the reference after to Germany's attempt in World War II to do the same expands upon this evidence. While such a similarity would normally be used as an attempt at complexity through establishing a connection, this response demonstrates complexity in a different manner and is an example of the occasional way evidence beyond the documents can be given.

- The response earns the sourcing point by doing so with all seven documents. Document 4 for purpose, Document 5 for purpose, Document 1 for POV, Document 7 for POV, Document 6 for purpose, Document 2 is a weak example of audience, Document 3 for POV.
- The response earns a point for demonstrating a complex understanding of the historical development by explaining both religious motivations and political ones. Although not introduced in the thesis, religious motives are explained in the last body paragraph. A minimally acceptable evaluation of the primary motivation is found at the start of the first body paragraph.

Thesis 1
Contextualization 1
Evidence 3
Analysis and Reasoning 2

Sample Identifier: IK
Score: 7

- The response earns the thesis point in the introduction that while the Thirty Years' War began with localized disputes over religion, it was primarily political in the last phases of the war about diminishing Hapsburg power.
- The response earns the contextualization point in the introduction by successfully situating the Thirty Years' War chronologically and geographically.
- The response earns two points for using the content of at least six documents to support an argument relevant to the prompt. It uses all seven documents successfully.
- The response earns a point for evidence beyond the documents with the discussion in Document 6 of the French goals in the Thirty Years' War to diminish the power of the Spanish Netherlands in order to disrupt their political control.
- The response earns the sourcing point for Document 1 for purpose, Document 2 for historical situation, and Document 5 for purpose.
- The response earns the complexity point for a nuanced argument about the Thirty Years' War being primarily a political war about balance of power despite the localized religious conflicts. It then describes the shift from religious to political motivations with the entry of Sweden for primarily political reasons, concluding that by the later stages of the war religious motives were a façade covering the real motives of balance of power.

Thesis 1
Contextualization 1
Evidence 3
Analysis and Reasoning 2

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AP® SAMPLE STUDENT RESPONSES AND SCORING NOTES
2018 AP EUROPEAN HISTORY

Sample Identifier: 1L
Score: 3

- The response does not earn a thesis point. It makes no valid claims in the introduction, however the claim in the conclusion that the war was both religious and political offers no valid motivations.
- The response earns the contextualization point. The intention of the introduction is to situate the argument that the Protestant states were forced to become Catholic again by the Holy Roman Emperor offers a line of reasoning supporting a religious motivation for the Thirty Years' War.
- The response earns a point for using the content of at least six documents (Documents 1, 2, 3, 4, 5, and 6) to support an argument relevant to the prompt.
- The response does not attempt and thus does not earn the point for evidence beyond the documents.
- The response does not attempt sourcing and therefore does not earn the sourcing point.
- The response does not earn the point for complexity because it simply presents the documents without achieving any of the points for complex understanding.

Thesis 0
Contextualization 1
Evidence 2
Analysis and Reasoning 0

Sample: 1M
Score: 5

- The response does not earn a point for thesis because there is no line of reasoning to support the claim that the Thirty Years' War was motivated by religion.
- The response earns a context point for a discussion of the four phases of the war and the Peace of Augsburg.
- The response earns two points for using the content of at least six documents to support an argument relevant to the prompt. It uses all seven documents successfully.
- The response earns the evidence beyond the documents point for a discussion of the Danish phase of the war. Despite misidentifying the king of Denmark as Wallenstein, the response correctly describes the reason why Denmark entered the war, to help Bohemia, which is information not contained in the documents.
- The response earns a point for sourcing by doing so with Document 1 for audience, Document 3 for POV, Document 4 for historical situation, and Document 7 for historical situation. Documents 6 and 2 are unsuccessfully attempted for purpose.
- The response does not earn a point for complexity despite the attempt in the conclusion to connect the Protestant Reformation to the Thirty Years' War. The explanation is simplistic and not insightful.

Thesis 0
Contextualization 1
Evidence 3
Analysis and Reasoning 1

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Question 2

"Evaluate the extent to which Europe's interactions with its overseas colonies in the period 1500 to 1650 differed from its interactions with its overseas colonies in the period 1815 to 1914."

Maximum Possible Points: 6

Points	Rubric	Notes
A: Thesis/Claim (0–1)	**Thesis/Claim:** Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. (1 point) *To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.*	The thesis statement must make a historically defensible claim about the extent to which Europe's interactions with its overseas colonies in the period 1500 to 1650 differed from its interactions with its overseas colonies in the period 1815 to 1914, with some indication of the reasoning for making that claim. • "While early colonialism from 1500-1650 was similar in its exploitation of the Natives and sudden obsession with newly found goods to its counterpart in 1815-1914 it differed in the grounds of how European people immersed themselves in the colonies' culture." • "Europe's interactions with its overseas colonies did not differ extremely from the period 1500 to 1650 and the period 1815 to 1914. On a broad level we see imperialism evident as many European countries had colonies overseas that they economically and culturally changed for their own benefit. This is consistent throughout all eras of imperialism."
B: Contextualization (0–1)	**Contextualization:** Describes a broader historical context relevant to the prompt. (1 point) *To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.*	To earn this point, the essay must accurately describe a context relevant to differences in European interactions with overseas colonies between the period 1500 to 1650 and the period 1815 to 1914. *Examples of context might include the following, with appropriate elaboration:* • Voyages of exploration • American Revolution • Industrial Revolution • Decolonization

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C: Evidence (0–2)	**Evidence:** Provides specific examples of evidence relevant to the **topic** of the prompt. (1 point) **OR** **Supports an Argument:** Supports an **argument** in response to the prompt using specific and relevant examples of evidence. (2 points)	*To earn the first point, the response must identify specific historical examples of evidence relevant to European interaction with overseas colonies in the period 1500 to 1650 and/or the period 1815 to 1914.* **OR** *To earn the second point, the response must use specific historical evidence to support an argument in response to the prompt.* *Evidence used might include:* • Jesuit missions • Spanish conquistadores • The Scramble for Africa • Social Darwinism/White Man's Burden
D: Analysis and Reasoning (0–2)	**Historical Reasoning:** Uses historical reasoning (e.g., comparison, causation, continuity and change over time) to frame or structure an argument that addresses the prompt. (1 point) *To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument about the extent to which Europe's interaction with overseas colonies differed, although the reasoning might be uneven, imbalanced, or inconsistent.* **OR** **Complexity:** Demonstrates a complex understanding of the historical development that is the focus of prompt, using evidence to corroborate, qualify, or modify an argument that addresses the prompt. (2 points) *To earn the second point, the response must demonstrate a complex understanding of differences in European interactions with overseas colonies between the period 1500 to 1650 and the period 1815 to 1914.*	*Examples of using historical reasoning might include:* • The change from Spain and Portugal as dominant colonial powers to England, the Netherlands and France • The changes in settlement patterns in overseas colonies • The differing forms of state and local resistance to European rule • The changing ideological rationales for overseas expansion **OR** *Demonstrating complex understanding might include:* • Analyzing the nuance of an issue by explaining significant changes in colonial interactions while also acknowledging ways in which those interactions remained consistent with earlier patterns • Explaining changes over time in different European countries' relations with overseas colonies • Explaining relevant and insightful connections within and across the periods 1500-1650 and 1815-1914 • Confirming the validity of an argument by corroborating multiple perspectives across themes. • Qualifying or modifying an argument by considering evidence that supports an alternate position. *This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.*
If response is completely blank, enter - - for all four score categories: A, B, C, and D		

Scoring Notes

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Introductory notes:

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity**: Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

Note: Student samples are quoted verbatim and may contain grammatical errors.

A. Thesis/Claim (0–1 points)

Responses earn **one** point by responding to the prompt with a historically defensible thesis or claim about the extent to which European interactions with overseas colonies differed between the period 1500 to 1650 and the period 1815 to 1914.

Responses earn one point by responding to the prompt with a historically defensible thesis that establishes a line of reasoning about the topic. To earn this point, the thesis must make a claim that responds to the prompt rather than simply restating or rephrasing the prompt. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.

The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

The thesis is <u>not</u> required to encompass the entire period, but must identify a relevant development or developments in the period.

Examples of an acceptable thesis:

- "In search of new trade routes, Europe took advantage of the "new lands" they discovered in the 1500s and 1600s (The Americas) and colonialism, gradually over time evolved into a much more grandiose and physically expansive form of colonialism: imperialism. As colonialism evolved into imperialism over time, the approach toward economics, the extent of expansion and understandings of decolonization changed as well. Thus, Europe's interaction with overseas colonies in the 16th and 17th centuries is more different in the approach to colonialism compared to that of European interaction in the 19th and 20th centuries." (*The response makes a historically defensible claim that addresses the extent of change and indicates the reasoning for that claim.*)
- "Europe's interactions with oversea [sic] colonies in the period 1500 to 1650 differed from the period 1815 to 1914 because of the economic status, resources, and even religion and social standpoint." (*Minimally acceptable thesis that makes a historically defensible claim and indicates the reasoning for making that claim.*)
- "Since the main motive for overseas expansion was economic gain, eras 1500-1650 and 1815-1914 have great similarities regarding the extent of European interaction." (*Minimally acceptable thesis that makes a historically defensible claim and indicates the reasoning for making that claim.*)

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Examples of an unacceptable thesis:

- "In evaluating the differences between the first and second wave of imperialism, it becomes clear that there are certain broad similarities as well as key differences in Europe's relationship with its colonies during these times, contributing to waves which were broadly similar and yet very different." (*While the response offers a historically defensible claim, it offers no indication of a specific line of reasoning. If this statement was immediately followed or preceded by another sentence suggesting a valid reason for taking this position, then it would earn the point.*)
- "Europe took to imperialism starting the 1500s. They began to colonize many countries, especially in Africa & take what they could give. It took a transition once entering 1815, as while they used to just take & take from their colonies, they began to change that aspect & not have as too much involvement in their colonies as they used to." (*The statement is not historically defensible.*)
- "Over time Europe's relation with its overseas colonies has changed dramatically. Colonies go from completely dependent to independent nation-states. Money-seeking Spaniards quickly turned into colony founders building industrialized cities." (*The statement is chronologically incorrect and therefore not defensible.*)
- "In the two time periods from 1500 to 1650 and 1815 to 1914, Europe's interactions differed with its overseas colonies. One way it differed is socially. Another way it differed is economically. Lastly, it differed in terms of militarily." (*While the response offers a historically defensible claim, the categories for reasoning are generic and unsupported.*)

B. Contextualization (0–1 points)

Responses earn **one** point by describing a broader historical context relevant to the prompt. To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occurred before, during, or continued after the time frame circa 1500 to 1650 and/or 1815 to 1914. This point is not awarded for merely a phrase or a reference.

To earn the point, the essay must accurately describe a context relevant to differences in European interactions with overseas colonies between the period 1500 to 1650 and the period 1815 to 1914.

Examples might include the following, with appropriate elaboration:

- The voyages of exploration by Columbus and da Gama
- The American Revolution
- The Industrial Revolution
- Decolonization

Examples of acceptable contextualization:

- "Advances in cartography and shipmaking such as the stern-post rudder, lanteen [sic] sail and magnetic compass allowed for European ships to trade with foreign lands and to begin to create the first global economy."

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- "From 1650-1815 many of Europe's colonies had become independent like the United States, parts of South America, and Mexico. Slowly but surely Europe lost it's [sic] colonies in the Americas. By late 1800's and early 1900's European countries were colonizing Africa, India, and parts of Asia."
- "After the Second World War, the nations of the opressed [sic] countries in Africa and Asia finally had the chance to decolonize due to Europe having to focus on rebuilding and leaving much of its power to hold on to the colonies lost. The decolonization movement finally ended the European nations' power."

Examples of unacceptable contextualization:

- "As Enlightenment ideals began to seep into these colonies the natives populations sometimes tried to resist. But these rebellions were quickly shut down by powerful and growing European militaries." (*The response vaguely references the Enlightenment and does not provide linkage between Enlightenment ideals and the rebellions.*)
- "It might be argued that because of early colonization practices, minority groups are still treated with disdain by white majority today. But it can definitely be argued that without colonization, our world would not have grown largely as big." (*The response vaguely references modern-day racism with insufficient elaboration.*)

C. Evidence (0–2 points)

Evidence
Responses earn **one** point by providing at least two specific examples of evidence relevant to the **topic** of the prompt. Responses can earn this point without earning the point for a thesis statement. To earn this point, the response must identify specific historical examples of evidence relevant to the topic of the extent to which European interactions with overseas colonies differed between the period 1500 to 1650 and the period 1815 to 1914. These examples of evidence must be different from the information used to earn the point for contextualization.

Typically, statements credited as **contextualization** will be more general statements that place an argument or a significant portion of it in a broader context. Statements credited as **evidence** will typically be more specific information.

Examples of evidence used might include:

- The establishment of Portuguese trading posts and forts in the Indian Ocean
- The Spanish conquest of the Aztecs and Incas
- The Columbian Exchange
- Mercantilist vs. free-trade policies
- The growth of overseas migration from Europe
- The Scramble for Africa
- The establishment of joint-stock companies chartered by the state, such as the Dutch and British East India Companies

Examples of evidence relevant to the topic:

- "Britain sent families to colonize the Americas, while France sent fur traders, and Spain sent conquistadors."

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- "The concept of Social Darwinism and the duty of the white man to civilize the unfit races of the world seen in Rudyard Kipling's "White Man's Burden" was also a major factor in European imperialism circa the years 1815-1914."
- "The Berlin Conference organized by Otto von Bismarck shows the scramble for European nations to obtain valuable raw material [sic] in Africa."

OR

Supports an Argument
Responses earn **two** points if they support an **argument** in response to the prompt using specific and relevant examples of evidence. To earn the second point, the response must use specific historical evidence to support an argument regarding the extent to which European interactions with overseas colonies differed between the period 1500 to 1650 and the period 1815 to 1914.

Examples of successfully supporting an argument with evidence:

- "The 1815-1914 period, however, was mostly where European nations contested by squeezing money out of Africa and Asia to further their own agendas. African nations were arbitrarily cut with no regard to the indigenous populations in order to have a fast and easy way to make money for their European overlords. India was mostly controlled by Great Britain, and China was split by Britain, France, and others. The Africans made money for Europe by selling slaves, doing manual labor such as mining or farming on plantations. Other African "colonies" were extorted every month. India was a cotton manufacturing machine. China, Arabia, and the East indies were all made into trade intensive places with China being controlled by Britain's opium shipments. During this period, the missionaries sent to the colonies were few in number, so religion did not really take hold in Africa and Asia. The European nations spent the period 1815-1914 vying for power in the money it could make from their colonies." (*The response uses specific pieces of evidence in accurate support of an argument that addresses the prompt.*)

- "In the period from 1815 to 1914 colonies were primarily governed by trading companies or puppet government. The British Raj is a prime example of this type of rule. The British Raj was run by the British East India Trading company. The company established a puppet government of officials elected from India itself to run the country provided that they answer to the East India Company which answered to the British government." (*The response uses specific pieces of evidence in accurate support of an argument that addresses the prompt.*)

D. Analysis and Reasoning (0–2 points)

Historical Reasoning

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Responses earn **one** point by using historical reasoning to frame or structure an argument that addresses similarity and/or difference by making an argument for the extent to which European interactions with overseas colonies differed between the period 1500 to 1650 and the period 1815 to 1914. To earn this point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven, imbalanced, or inconsistent.

Examples of explaining the historical relationship might include the following.

- Explaining the differences between the two by comparing the economic motivations in each period
- Explaining the changing nature of European imperialism by discussing the changing role of religion
- Explaining the changing scale of European imperialism in expanding from trading posts in Asia and Africa in the early period to large-scale empires and colonies in the later period

Examples of using historical reasoning:

- "Old Imperialism was all about creating new world colonies and sending people there to live and also control useful resources…New Imperialism focused on behind the scenes control. Examples of this are Belgian Congo where the population stayed mostly natives, but Belgium used it for resources…"
  (*The response establishes a structure for analyzing differences between both periods.*)
- "Lastly, another difference is how the Europeans affected the colonies. In 1500-1650, the Europeans brought diseases to the colonies and wiped out entire tribes of indigenous people. However in 1815-1914, they came with the idea of the "White Man's Burden" and sought to improve the lives of the people in the colonies. They converted them and provided them with a civilization unlike anything they were used to."
  (*The response makes a direct contrast between both periods.*)

OR

Complexity

Responses earn **two** points by demonstrating a complex understanding of the differences in European colonial relationships during the two periods through using evidence to corroborate, qualify, or modify an argument that addresses the question.

Demonstrating a complex understanding might include:

- Explaining the nuance of an issue by analyzing changes in European interactions with overseas colonies while noting the continuities in those interactions
- Explaining similarities and differences between colonial interactions of different European nations
- Explaining significant continuities in European interactions while also acknowledging the changing nature of those interactions by the end of the nineteenth century
- Qualifying or modifying an argument by considering evidence that supports an alternate position from the position established in the thesis

Examples of complexity:

- "In both of the periods, need for raw materials and luxury goods prompted colonization. During the first period, there was a growing demand for luxury goods, that sometimes colonies could only provide.

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Europeans became dependent on coffee & sugar, which were grown on plantations in colonies. Colonies in Asia could also provide silks & expensive spices to the high society of Europe. Every European country was motivated by this because it opened the door on endless economic opportunities & gains. During the second period, colonization was driven by the high demand of raw materials during the first & Second Industrial revolutions. For examples, the invention of cars during the 2nd Industrial Revolution led to the need for rubber, which was supplied by King Leopold of Belgium's horrible crimes in his personal Congo "free" state. This inspired colonization for the same reason as the luxury goods as the first period did. The growing market economy needed supplies & whichever government provided these supplies would benefit immensely.

Europe's interactions with colonies differed between the two periods because the first was mainly about glory and labor, while the second was more concerned with trade & racial superiority. The main goals of the first period was state glory, which many states found through discovering of new lands & peoples. For example, Henry the Navigator brought glory to Portugal with his fundings of expeditions up and down the coast of Africa…"
(*The response analyzes both similarities and differences with substantial evidence throughout.*)

- "In 1500 to 1650, one of the main interactions of Europeans in the Americas with their colonies was to spread Christianity. This has many examples, the Spanish being one of them. As this was around the time of the Spanish Inquisition, Spanish conquistadors converted natives of the empires and tribes they conquered. One example of this is the conversion of the Aztecs to Christianity. When Hernán Cortés conquered the Aztecs, conversions of their people began almost immediately. The same occurred in its capital in South America with Pizarro's defeat of the Inca. This process also occurred in British colonial holdings, many of which sought to convert natives and slaves that were not killed. The policies of European powers with their colonies in 1850 to 1914 changed significantly. Instead of directly seeking to spread Christianity, this being done by individual missionaries, European states sought to consolidate their control of African and Asian territories and left conversion to the Church. One example of this is British India, in which Hindus and Muslims remained the majority despite British rule. Britain was more concerned with preserving its political and economic power, as shown by the Sepoy Rebellion of the 1850s which caused the British government to take direct control of India from the British East India Company. Another example of this is King Leopold's Congo. King Leopold of Belgium privately owned the Congo in Africa, and it was only transferred to Belgium later. As its owner he did not seek to spread Christianity, but instead he used the labor of the Congolese to extract resources and enrich himself. While Europeans originally placed importance on faith in interactions with their colonies, they eventually came to place more importance on the economic and political gains they could make in colonizing."
    - Nuance: The response contains multiple variables in analyzing differences including Spanish and British colonialism in the early period and British and Belgian imperialism in the later period. The essay does not merely describe the variables but rather analyzes why various imperial nations interacted with indigenous peoples.
      (*Explains the nuance of an issue analyzing the way multiple imperial powers chose to deal with religion in the colonies.*)

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- Insightful connections across periods: The response analyzes how the Spanish and British sought to Christianize indigenous peoples in the early period but allowed them to maintain their own religion in the later period.
  (*Contrasts the way that imperial powers dealt with religion in the colonies between the two periods.*)

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2A-1

Circle the question number that you are answering on this page.

Mandatory	Circle one
1	2 or 3 or 4

When the Americas was discovered it was mainly used as a source of trade and opportunity to earn money off of. But as the United States started becoming stronger it was a dominant power in the world. In the period 1918 to 1939 the relationship between

Many big European power utilized it overseas colonies for income and materials they needed. Because many of the colonies were weak they needed Europe's help to keep up their economies. Europe's interactions with its colonies in the period 1500 to 1650 was merely for trade and money but in the period 1815 to 1914 there were tensions as colonies started to seek independence.

In the 14th and 15th centuries, Europe and its overseas colonies had a mutual understanding as to where the colonies could give materials and goods to the European nations in trade of money so they could sustain their economy and make it grow. As many of the colonies were weak and could not have their own government and had to be ruled by other major powers like the European countries. For example, Britain ruled India and India would give Britain goods such as spices, silk

Circle the question number that you are answering on this page. 2A-2

Mandatory	Circle one
1	(2) or 3 or 4

and gold. And India would take the money from Britain and use it to help their economy and help grow.

During the 17th and 18th centuries, overseas colonies started wanting to have their own system of governments. This was called self-determination. Self-determination was the idea of seeking your own system of ruling and believing in wanting to do so. Also, the United States was aiding these colonies and encouraging them to have independence. Also, European countries starting becoming weak due to long and extensive wars. ~~[illegible]~~ So, they were aware that they were not strong enough to fight against these colonies. Due to Europe's weakness and the colonies desire ~~to~~ of independence there were tensions between the two.

Overall, the interactions between Europe and the overseas colonies started off mutual and for the benefit of the other ~~[illegible]~~ but then ~~became~~ turned into the colonies wanting their own sense of independence.

2B-1

Circle the question number that you are answering on this page.

Mandatory	Circle one
1	② or 3 or 4

Europe has always had an influence with their overseas colonies. Europe started to colonize in different parts of the world for many different reasons. The interactions have changed for the better through the way they treat the people and the demand for rescources and religion.

The way Europeans treated people was not the same from 1500 compared to 1815. when Europeans first started to colonize they would treat the indigenous people poorly. For example, Fransico Pizarro killed many of the Incan people and his main motives was because they were weak and had a lot of gold for him. The foreigners also brought many desease including smallpox to these lands killing many people. England, also treated the American colonies poorly. They tried to tax and demand goods from the colonies. But from 1815 on many European countries tried to introduce nationalism and build their nation up through the colonies. France even put pictures of their leaders in local schools in Africa. Towards the end of the wars though many cantries had to start decolonizing in order to repair their own land at home.

Most European cantries started to colonize in 1500 to 1650 in order to get the money these foreign lands had. Many South American cantries had a lot of riches. To try to get these riches there were a lot of expeditions put in place just to get the riches. Missionaries would also go out and try to forcefully convert colonies to their religion. They would even threaten hell against these people. Into 1815 to 1914 the demand changed to natural rescources such as oil and sugar. With industrilization and nationalism on the rise everyone wanted to be the best. One way to be the best was to have the most rescources. Many countries

Circle the question number that you are answering on this page. 2B-2

Mandatory	Circle one
1	(2) or 3 or 4

started to import oil since electric Cars and trains were being made. Also with Nationalism many countries looked to make their own resources. For example, England tried to make their own sugar instead of importing it from India.

Many changes happened with Europe interacting with their own colonies from 1900 to 1815. Even today oil is still in huge demand and everyone races to have the most of the best new product. But maybe we should stop and realize the consequence that it leaves for these other third world countries.

Circle the question number that you are answering on this page. 2C-1

Mandatory	Circle one
1	2 or 3 or 4

The interaction between Europe and their overseas colonies between 1500-1650 and 1515-1914 differed in many ways, but were mostly effected by the change in mercantilism to capitalism/industrialism.

The interaction between Europe and its colonies during the time period between 1500-1650 took place mostly in the Americas. There interactions were on a small scale and were dominated mostly by the Spanish, Portuguese, English, and Dutch. These interactions revolved around mercantilism which meant having a favorable balance of trade. Europeans would get raw materials ship them back to Europe, make finished goods and then sell them back to their colonies. Another big aspect of this time period is that a lot of European countries used slavery as a tool of labor in their colonies which made the slave trade popular and prosperous. Another factor is that a lot of countries used trading companies too look over their colonies.

Circle the question number that you are answering on this page. 2C-2

Mandatory	Circle one
1	2 or 3 or 4

The other time period of European interactions with their colonies was between the years of 1815-1914. This time period differed greatly from the previous. These interactions revolved around the systems of capitalism and industrialism. As a result of the industrial revolution most countries only imported raw materials for factories instead of selling finished goods back to their colonies. Another difference is that these colonies were mostly in Africa and Asia and the Germans were more involved and the Spanish and Portuguese were less involved. These interactions during this time period were also on a larger scale with large militaries being used. Additionally slaves weren't used as much and the slave trade isn't used.

Both of these time periods of interactions between Europe and their colonies were mostly in the pursuit of wealth but they also differed greatly in their methods. These periods especially the later period had

Circle the question number that you are answering on this page 2C-3

Mandatory	Circle one
1	2 or 3 or 4

a huge effect on 20th century history in regards to WWI and WWII due to the alliances, rivalries, growth of militaries, and the rise of nationalism. These periods although they differed significantly both contributed to European wealth and global domination up until the World Wars.

Circle the question number that you are answering on this page.

Mandatory	Circle one
1	(2) or 3 or 4

2D-1

Europes interactions with colonies overseas differed due to the time periods. 1500-1650 were colonies that were ruled by the motheland, but ultimately, the Motherland didn't control it from within the colonies, they ruled from their homeland. During 1815-1914, the ruling nation would send people to go & keep watch and control over the colonies directly. The reasons for the difference were change in transport, general knowledge of geography & where places are, as well as what the nations were attempting to supply.

Transport differed due the the industrialization & development of better boats & even later on planes. Originally people would just conquer the land ~~& stay there but~~ & move on due to the want to explore, but after what happened with the 13 colonies in America & lack of control, they used newly developed transports to move groups there to keep an eye on the governments in the colonies & keep them from rising up against the mother land.

General knowledge of geography changed interactions because originally they would send explorers & hoped they would

Circle the question number that you are answering on <u>this</u> page.

Mandatory	Circle one
1	(2) or 3 or 4

2D-2

find land before they ran out of food supply. But after the age of exploration, the World was essentially mapped out & it was easier to go to other continents & either conquer or keep control by sending people over periodically to keep the colonial governments in line.

The final big difference between interactions with colonies overseas was what the mother lands wanted as resources. In the earlier period, they were just exploring & discovering that other continents had different weather & climate. It wasn't till the later times (1815-1914) when then they knew what land would best cultivate certain crops or which mountains would obtain the most silver or gold. After they figured that system out, they started conquering & interacting with nations such as india or trading with China solely for the purpose of supplying the demand their country needed to sustain a healthy government & economy.

Circle the question number that you are answering on <u>this</u> page.

Mandatory	Circle one
1	(2) or 3 or 4

2D-3

The ultimate difference in interactions with colonies between the 2 different time periods came down to development in new transportation, knowledge of geography, & knowing where certain resources grew that they needed to sustain & their nations demand.

Circle the question number that you are answering on this page. 2E-1

Mandatory	Circle one
1	② or 3 or 4

The expansion of European power to overseas colonies began in 1492 with Christopher Colombus' expedition to the New World. This marked the beginning of European powers controlling places outside of Europe. Colombus' voyage was made possible by new maritime technology from Asia and it was fueled by the desire to find new trade routes to India that were not controlled by the Ottoman Empire. Another European that was fueled by these ambitions was Prince Henry the Navigator of Portugal, who, in a similar time as Colombus, established trading ports in Africa. This new exploration lead to colonization, which was prevalent in two time periods: 1500-1650 and 1815-1914. While both of these time periods were characterized by empire spreading and colonization, a change between them was their motivation and use of colonies. During 1500-1650, European powers colonized and used their colonies to trade and explore, while in 1815-1914, European powers exploited their colonies for money and raw goods.

During the period of 1500-1650, the colonies of Europe were used for trade and exploration. An example of the trade between colonies and Europe was triangle trade and the colombian exchange. Europe would send gold and luxury products to Africa, which would send slaves to America, which would send raw goods such as sugar, tobacco, and silver to Europe. New crops and diseases were prevalent, coming from both the New World and the Old World. Some examples are siphillys, potatoes, turnips

2E 2

Circle the question number that you are answering on this page.

Mandatory	Circle one
1	(2) or 3 or 4

and smallpox. These traded goods from European colonies boosted the European economies. Along with trade, Europeans also explored the New World and took peices for themselves. An example of this is Cortes' conquest of the Aztecs and Pizarro's conquest of the Incas. These happened because Europeans wanted the New World goods so much that they explored land that wasn't theirs and took what they desired. The exploration and use of colonies became so much that in the 1500s, Spain and Portugal signed a treaty, the Treaty of Tordesailles, giving all of South America west of Brazil to Spain and everything east to Portugal. This was a result of their exploration and use of colonies to create goods for Europe.

In 1815 - 1914, the practice of colonization remained. However the use of the colonies had changed. Colonies were no longer explored and traded with as much. Instead, the colonies were exploited for raw goods and money, which was shipped to Europe, processed into luxury items and "essential" goods, and then shipped back to the colonies. Colonies in 1500 - 1650 had been mostly in South America. In the period of 1815 - 1914, the colonies were now in Africa, in general. The Scramble for Africa in the 1800s raised European awareness to the resources to be used there. Notable figures of this period were King Leopold II of Belgium and Cecil Rhodes. Leopold II chose the fertile congo area in Africa as his colony and ruled it from a continent away. With the new industrialization, rubber, lumber, and oil were heavily prized. Leopold exploited the Congo natives for the production of these goods, working them until they died and cutting hands or feet off if they didn't produce enough rubber. Cecil Rhodes was a

Circle the question number that you are answering on this page 2 E-3

Mandatory	Circle one
1	(2) or 3 or 4

British leader who fought people up and down the continent for territory, ~~not~~ especially in South ~~Africa~~ Africa. Rhodes and Leopold II exploited the people in their respective colonies so that the European economies could grow at the expense of the colonized peoples of Africa.

While during 1500-1650 and 1815-1914 Europe was having continued success at colonizing new places in the world, in 1500-1650 Europe's colonies were in the Americas and used mostly for trade and exploration, and in 1815-1914 the Europeans colonized Africa ~~for~~ to ~~exploitation~~ exploit people for goods and money, instead of trade and explore.

Circle the question number that you are answering on this page. 2F-1

Mandatory	Circle one
1	② or 3 or 4

Europes interactions between its oversees colonies in the period 1500 to 1650 differed from its interaction with its oversees colonies in the period 1815 to 1914. in a few way. One way it differed was that it the period of 1500 to 1650 the colonies were used primarily to gain things such as natural resources or goods. while in 1815 to 1914 the colonies were used more as a place for goods to be sold. Another way its interactions differed was that the colonies were helpless in the period 1500 to 1650 while in the later period the were pulling further away from their parrent country. Finally these time period also differed in the fact that during the 1500 - 1650 colonies native were being converted to Christianity more rapidly. Europes interations with its colonies between these two periods from an economical point (how trade went), a power standpoint (how powerful the parent countries was) and from a religious standpoint.

In the first period, European powers sought colonies for goods, natural resources. Areas such as asia were colonized for their silk, and porcelain glass. Areas like Africa were colonized for natural resource and in addition slave. On the contrary the period 1815-1914 saw movement of goods in both direction unlike with the prior period where it

Circle the question number that you are answering on this page. 2F-2

Mandatory	Circle one
1	(2) or 3 or 4

only went one way. This in turn benefited both areas contrary to just the one. Also slaves were not used as much in the later period.

Another way these period differed was with how tightly the parent country controlled its colony. The first period consisted of the parent country dominating its colony completley. This is due to the fact that these colonies were less developed and powerful. This is why slavery took place. This changed however in the later period however because colonies began to gain strength and resistence to the parent country. This is a result of trade going both ways which led to the colonies gain in strength. This resulted later on in colonies begining to gain independence after World War I as a result of the parent country no longer being able to control the now stronger colony.

The last way the period differed on Europes interaction with its colonies was that the first period consisted of the native peoples being forced into Christianity by missionaries. This was because these parent countries thought it was there duty to God to convert the indeginous to a new religion. This also spurred more colonies to be created during this period because the wars of religion were occuring and thus

Circle the question number that you are answering on this page. 2 F-3

Mandatory	Circle one
1	(2) or 3 or 4

the parent ~~colonies~~ countries wanted more converts. During the later time period, however, many of these natives went back to their original religion: This is because they were not as pressured to be Christian. Overall, religion played less of a part during this time than the earlier one.

In conclusion Europes interaction with its colonies differed in various ways including economic reasons for colonization, power of the parent country and religious reasons ~~and studies~~ of the parent country. All these show how the period changed and how the colonies eventually made it to become their own countries during the period after the first World War.

Circle the question number that you are answering on this page.

Mandatory	Circle one
1	2 or 3 or 4

2) During the period 1500 to 1650 European interactions differed from its interactions with its overseas Colonies in the period 1815 to 1914 because of the motives and navigation.

One the reasons why Overseas colonies Europe. interactions in period 1500 to 1650 was different than period 1815 to 1914 was because of different motives. In the 15th to 16th period they were more focus on importing Goods and trading. While in 18th to 19th period its was more for spreading their religon to different tettories and people.

Another reason why Periods 15 to 16th is different From 18th to 19th period for overseas European interactions is because of the advancements in navigation. like 15th to 16 century or period didn't have as much advancements in navigation as Period 18th to 19th. The new inventions like compass and Ships, weren't there in the 15th to 16th century like it was in the periods of 18th to 19th.

In the end advancements in navigation and the motivations is what cause the 15th to 16th period to be different from 18th to 19th Period.

2H-1

Circle the question number that you are answering on this page.

Mandatory	Circle one
1	2 or 3 or 4

Europe had started to have interactions with the world as the Spanish new monarchs, Ferdinand and Isabella, has Christopher Columbus go find a new route to India. Because the Americas were not discovered by them, Christopher Columbus was able to find a new land full of undiscovered raw materials and goods, only available in the Americas. From then on, more and more countries sent explorers to get the trade and material they wanted. Although in both the period from 1500 to 1650 and the period from 1815 to 1914 were similar in the way that in both periods, Europeans exploited the natives, a significant difference between the two periods is the justification that Europe used as a reason for exploitation and "use" of the natives.

In both the period 1500-1650 and 1815-1914, Europe had started to "colonize" new, discovered lands and exploit the natives there. In the period 1500-1650, Europeans sent explorers, such as Christopher Columbus to the New World. With the discovery of the Americas, explorers such as Cortes and Pizarro went to the Aztecs or Incas and took away and took control of the lands that the natives claimed. Cortes with the Aztecs and Pizarro with the Incas, both explorers took control of the lands that the native groups owned and exploited the natives as well as "using" them as slaves to get the raw material they wanted. Similarly, in the period 1815-1914, Europe colonized places such as India and the Congo Free State in Africa. When Britain colonized India, they got into the Sepoy Mutiny which was a rebellion from the Indians because of the exploitation of Indians by British Soldiers and the many lives lost because of preparing guns at the time angered the Indians, and rebelled against the British. With the Congo Free State, Belgium had exploited the

Circle the question number that you are answering on this page. 2H-2

Mandatory	Circle one
1	2 or 3 or 4

natives by cutting their hands off or literally using their bodies to acquire rubber, a material that was very high in demand at the time. Because of the Scramble of Africa, and natives being exploited as they did in the Congo, European countries has not changed in the way that they exploit the natives in search and want for raw materials. Therefore, in both the period of 1500 ~~1614~~ to 1650 and the period of 1815 to 1914, ~~the European~~ Europe's interactions overseas was similar in the way that they exploited natives and used them as slaves.

However, a significant difference between the periods 1500 - 1650 and 1815 - 1914 was the justification that was used to justify the exploitation ~~of~~ or slavery of the natives. In the period 1500 - 1650, European countries were very religious and depended on religion to reason things out. By saying that the natives in the New World do not have a proper religion such as Catholicism, Europe used religion to justify the exploitation of natives and slavery of natives. Many religious figures were sent to the New World to "enlighten" the natives of such a thing as religion. This showed the ignorance and unappreciation of outside culture by Europeans. In the period 1815 to 1914, however, Europe use a different justification than before. ~~Because~~ With the rise of Social Darwinism as emphasized by Hertzel and many other Europeans, racism was a big part of interactions overseas for Europe. What Europe used to justify the exploitation this time was the "White man's burden". The "White man's burden" basically stated ~~that~~ that Europeans were far more superior than the ~~the~~ people in the colonies such as Africa, Europeans "had to"

Circle the question number that you are answering on this page. 2 H-3

Mandatory	Circle one
1	2 or 3 or 4

take care of the natives as they are less intelligent and need European power support. Because of this ideology, Europeans thought it was good to go to places such as Africa to "educate" the natives when all Europe did while interacting overseas was exploit the natives and use them as slaves.

So, although in both periods 1500–1650 and 1815–1914 Europe's interaction overseas was exploitation of natives and use them as slaves, a significant difference between the two time periods 1500–1650 and 1815–1914 was the justification used to reason out the exploitation of natives in slavery, such as religion or racism.

Circle the question number that you are answering on this page. 2 I-1

Mandatory	Circle one
1	(2) or 3 or 4

The periods 1500-1650 and 1815-1914 were both dominated by new commercial practices, such as mercantilism and industrialization, respectively. While both were times of consumerism and colonization the use of their colonies were very different in dealing with resources, natives and control. Resources were mainly precious metals in 1500-1650 and new food items. However resources in 1815-1914 were more coal, oil and iron as well as land. This is because of industrialization, which required mass amounts of coal and iron while the 1500's were more about power through exports of precious metals and spices. The natives were also treated differently depending on the time period. In the 1500-1650 period natives were converted, enslaved, killed or for women taken as wives. In the 1800's they became factory workers or soldiers and were treated with slightly

Circle the question number that you are answering on this page 2 I-2

Mandatory	Circle one
1	2 or 3 or 4

more respect, but were still only treated as second class citizens. The way colonies were controlled also varied depending on the time. 1500-1650 colonies were under tighter control mainly because European's had more advanced weaponry. There ~~was~~ was no room for rebellions as anyone who participated was killed. In the 1800's, however, native peoples had more freedom. A good example of this would be British India. Natives were allowed to participate in local government and protesters, like Ghandi were not killed. Another example of ~~a~~ a similar process would be America in Panama. Initially Panamanians working on the canal were treated poorly and not treated fairly while now today Panamanians and Americans in Panama are both treated fairly. In conclusion the way European nations interacted with their colonies greatly differed in use of resources, treatment of natives and control, between time periods.

~~Dragon's Breath Kanye wants me to get a 7~~

Circle the question number that you are answering on this page. 2J-1

Mandatory	Circle one
1	(2) or 3 or 4

Europe's interactions with its colonies in the Americas and overseas areas much less predominant in the 1400's and 1650's as compared to [redacted] 1815-1914.

In 1492 when Columbus sailed the ocean blue to colonize the Americas under Ferdinand and Isabella the population was solely native Americans who had no interaction with European cultures. This changed however as the years progressed more and more Europeans homogenized with the native Americans, forming mixed races such as the Mestizo's in South America. At first, when the Europeans began colonizing South America there was no trade because there were no industries in South America yet. This changed however with the Columbian Exchange happening between Europe and the Americas which traded crops and disease. Besides the enslavement of native Americans in the Americas, the interactions between the Americas and Europe remained somewhat peaceful. ~~This~~ In the period 1500-1650, As the years progressed and the colonies became stronger, fights began to break out between the two such as the American revolution between the united states and Britain and the eventual start of World War One in 1914.

Tensions between the colonies and Europe became more hostile as the years progressed and as the colonies became more powerful.

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2018 AP EUROPEAN HISTORY

Question 2

Sample Identifier: 2A
Score: 1

- The response earns a point for a thesis in the introduction that contrasts the two periods and establishes a line of reasoning: the early period is for "trade and money" and the later period is marked by tensions when colonies seek to become independent.
- There are no attempts at contextualization.
- The response contains numerous historical errors. Only a single piece of evidence is relevant: British rule India. (Two pieces of correct evidence are necessary to earn the second evidence point.)
- The response attempts to create a structure contrasting both periods but fails to provide historically defensible analysis due to erroneous evidence.

Thesis: 1
Contextualization: 0
Evidence: 0
Analysis and Reasoning: 0

Sample Identifier: 2B
Score: 3

- The response attempts a thesis in the opening and concluding paragraphs but does not earn credit as both time periods are not addressed in either attempt.
- There are no attempts at contextualization.
- The responses contains evidence that supports an argument including Pizarro, small pox, and missionaries. The response contains potential errors (e.g., sugar made in England, electric cars and trains) but contains sufficient correct and supportive evidence to earn both evidence points.
- The response argues that both periods differed in how Europeans treated their colonial subjects and earns the first analysis/reasoning point.

Thesis: 0
Contextualization: 0
Evidence: 2
Analysis and Reasoning: 1

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Sample Identifier: 2C
Score: 5

- The thesis occurs in the opening paragraph and establishes differences between the two periods: mercantilism in the early period and capitalism/industrialism in the later period.
- The response earns credit for contextualization in the concluding paragraph, by addressing ways in which imperialism affected the 20th century (World War I, World War II).
- The response includes multiple pieces of evidence e.g., Spanish, Portuguese, English, and Dutch interactions, trading companies, the slave trade, and Africa and Asia. The response differentiates between the countries involved in the earlier and later periods, earning the first evidence point.
- Evidence point 2 is earned by using multiple pieces of evidence to support the arguments in the body of the response.
- The response frames an argument that contrasts the two time periods and earns the point for historical reasoning.
- The response does not demonstrate complexity as the evidence is more descriptive than analytical.

Thesis: 1
Contextualization: 1
Evidence: 2
Analysis and Reasoning: 1

Sample Identifier: 2D
Score: 3

- The response earns a point for the thesis in the introduction by claiming differences between both periods and offering several lines of reasoning including transportation, knowledge of geography, and resources. (The thesis is restated in the conclusion.)
- Although the response mentions the 13 American colonies, the attempt is vague and does not earn the contextualization point.
- The responses contains evidence including the impact of cartography in the early period and India and China in the later period. The evidence is merely descriptive and does earn the second point for supporting an argument.
- The response argues that the two periods differed with regard to transportation, geographical knowledge and use of resources; it earns a point for use of evidence.
- The response does not contain enough evidence or analysis to earn the complexity point.

Thesis: 1
Contextualization: 0
Evidence: 1
Analysis and Reasoning: 1

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Sample Identifier: 2E
Score: 6

- The thesis occurs in the introduction and addresses both similarities and differences, establishing clear lines of reasoning (trade/exploration and exploitation for money and resources).
- The opening paragraph also includes strong contextualization as it incorporates Columbus, maritime technology, Prince Henry the Navigator, and trade routes.
- The response contains an abundance of specific supporting evidence for differences and similarities for both periods. Evidence includes goods in the Columbian Exchange, the triangular trade, Aztecs and Incas, Treaty of Tordesillas, Scramble for Africa, the Congo, and Cecil Rhodes.
- The response explicitly compares and contrasts both time periods with strong analysis supported by multiple examples of evidence.

Thesis: 1
Contextualization: 1
Evidence: 2
Analysis and Reasoning: 2

Sample Identifier: 2F
Score: 4

- The thesis establishes several reasons for differences between both periods including natural resources, new markets, strength of the colonies, and religion. The thesis occurs in the introduction and is restated in the conclusion (although a restatement of the thesis is not required).
- The lone attempt at contextualization (WWI) at the end of the third paragraph is historically flawed.
- The response includes some evidence that supports the argument, including slavery and Christian missionaries, and earns two evidence points.
- The response establishes a clear contrast between the two time periods earning a point for historical reasoning. The response does not demonstrate complexity.

Thesis: 1
Contextualization: 0
Evidence: 2
Analysis and Reasoning: 1

Sample Identifier: 2G
Score: 2

- The thesis occurs in the first paragraph and addresses differences in both time periods and establishes motives and navigation as lines of reasoning.
- There are no attempts at contextualization.
- The responses contains no acceptable examples of concrete evidence but includes numerous errors (e.g., compass and ships in later period).
- The response argues that differences exist in motives between the two periods earning one analysis/reasoning point but lacks complexity to earn the second point.

Thesis: 1
Contextualization: 0
Evidence: 0
Analysis and Reasoning: 1

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Sample Identifier: 2H
Score: 6

- The thesis appears in the first paragraph and addresses both similarities and differences. The thesis also establishes clear lines of reasoning—reasons for and justification of European exploitation. (The thesis is restated in the conclusion.)
- Contextualization occurs at the beginning of the introduction and links Columbus and the age of exploration to colonization.
- The response contains an abundance of specific, supporting evidence for both aspects of the argument and both periods. Evidence includes Cortés, Pizarro, Aztecs, Inca, India, Congo Free State, the Scramble for Africa, Social Darwinism, Catholicism, and the White Man's Burden.
- The response clearly compares and contrasts both time periods with strong analysis supported by multiple examples of evidence and earns the second point for analysis/reasoning.

Thesis: 1
Contextualization: 1
Evidence: 2
Analysis and Reasoning: 2

Sample Identifier: 2I
Score: 4

- The thesis occurs in the first paragraph and addresses both similarities and differences between both time periods; it includes several lines of reasoning such as consumerism, use of resources and natives, and imperial control.
- Also located in the opening paragraph, the brief discussion of iron and coal as it relates to motives for imperialism provides minimally acceptable contextualization.
- The use of evidence is limited although the mention of precious metals and British India earns one evidence point. Some irrelevant information and the error regarding natives as factory workers do not disqualify the response from earning the point.
- The response argues that the two periods differ; it earns a point for historical reasoning but it does not demonstrate complexity.

Thesis: 1
Contextualization: 1
Evidence: 1
Analysis and Reasoning: 1

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Sample Identifier:2J
Score: 2

- The response contains a minimal thesis in the conclusion with a focus on tensions between the colonies and Europe becoming more hostile as the years progressed.
- The response contains no contextualization.
- The response contains evidence in its discussion of the early period only. The evidence includes Mestizos, Columbian Exchange, and enslavement of Native Americans. The evidence is descriptive and does not support the argument, therefore earning only evidence point one.
- The response only addresses the first time period and does not earn a point for analysis and reasoning.

Thesis: 1
Contextualization: 0
Evidence: 1
Analysis and Reasoning: 0

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Question 3

"Evaluate the extent to which the political consequences of Britain's Glorious Revolution differed from the political consequences of the French Revolution."

Maximum Possible Points: 6

Points	Rubric	Notes
A: Thesis/Claim (0–1)	**Thesis/Claim:** Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. (1 point) *To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.*	The thesis statement must make a historically defensible claim about the extent to which the political consequences of Britain's Glorious Revolution differed from the political consequences of the French Revolution, with some indication of the reasoning for making that claim. • "The political consequences of Britain's Glorious Revolution differed from those of the French Revolution immensely as seen through the greater importance of Parliament and overall stability." • "While the Glorious Revolution brought around a mainly peaceful change in leaders, the French Revolution was very deadly and unstable."
B: Contextualization (0–1)	**Contextualization:** Describes a broader historical context relevant to the prompt. (1 point) *To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.*	To earn this point, the essay must accurately describe a context relevant to the consequences of the Glorious and/or French Revolutions. *Examples of context might include the following, with appropriate elaboration:* • English Civil War and Cromwell • Enlightenment thought • Impact of the American Revolution • Further political instability in post- 1815 France

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C: Evidence (0–2)	**Evidence:** Provides specific examples of evidence relevant to the **topic** of the prompt. (1 point) **OR** **Supports an Argument:** Supports an **argument** in response to the prompt using specific and relevant examples of evidence. (2 points)	*To earn the first point, the response must identify specific historical examples of evidence relevant to the consequences of the Glorious and/or French Revolutions.* **OR** *To earn the second point, the response must use specific historical evidence to support an argument in response to the prompt.* *Evidence used might include:* • The Declaration of the Rights of Man and Citizen • The Committee of Public Safety and the Terror • Reactions of Austria and Prussia to killing of Louis XVI and Marie Antoinette • Fluctuations in French Government (Reign of Terror, Directory, Consul, Napoleon) • Napoleonic Wars • The Concert of Europe • The English Bill of Rights • The Code Napoleon • Limited violence in Ireland

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D: Analysis and Reasoning (0–2)	**Historical Reasoning:** Uses historical reasoning (e.g., comparison, causation, continuity and change over time) to frame or structure an argument that addresses the prompt. (1 point) *To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument about the extent to which the political consequences of the Glorious and French Revolutions differed, although the reasoning might be uneven, imbalanced, or inconsistent.* **OR** **Complexity:** Demonstrates a complex understanding of the historical development that is the focus of prompt, using evidence to corroborate, qualify, or modify an argument that addresses the prompt. (2 points) *To earn the second point, the response must demonstrate a complex understanding of differences in the political consequences of Britain's Glorious Revolution and the political consequences of the French Revolution.*	*Examples of using historical reasoning might include:* • The wars of Napoleon compared to William of Orange's wars against Louis XIV • The establishment of parliamentary supremacy in England compared to Napoleon and the Bourbon restoration • The differing responses of Europe to the Revolutions • The role of religion in both revolutions • The causes of both the Glorious and French Revolutions **OR** *Demonstrating complex understanding might include:* • Explaining the nuance of an issue by analyzing similarities and differences in the Glorious and French Revolutions • Explaining changes over time in the political consequences of the Glorious and French Revolutions (for example, English stability will lead to the Industrial Revolution but French political instability will lead to future economic and political problems) • Explaining significant differences in consequences while acknowledging the ways in which those consequences shared similarities • Qualifying or modifying an argument by considering evidence that supports an alternate position to the one offered in the thesis (for example, noting different historical interpretations of the Glorious and French Revolutions based on the peaceful nature of the Glorious Revolution and the violence of the French Revolution) *This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.*
If response is completely blank, enter - - for all four score categories: A, B, C, and D		

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Scoring Notes

Introductory notes:

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity**: Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

Note: Student samples are quoted verbatim and may contain grammatical errors.

A. Thesis/Claim (0–1 points)

Responses earn **one** point by responding to the prompt with a historically defensible thesis or claim about the extent to which the political consequences of Britain's Glorious Revolution differed from the political consequences of the French Revolution.

Responses earn one point by responding to the prompt with a historically defensible thesis that establishes a line of reasoning about the topic. To earn this point, the thesis must make a claim that responds to the prompt rather than simply restating or rephrasing the prompt. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.

The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

The thesis is <u>not</u> required to encompass the entire period, but must identify a relevant development or developments in the period.

Examples of an acceptable thesis

- "The French Revolution was preceded by the Enlightenment where morals, systems of government, and institutions were questioned. These ideas like natural rights, democracy, and constitutionalism hit France in full force causing a drastic revolution. The Glorious revolution differed from the French revolution as it established a stable constitutional monarchy and was nonviolent, and set the framework for future powerful democracies."(*The response makes a historically defensible claim which addresses the difference between the Glorious and the French Revolutions. The response clearly links the Enlightenment with the French Revolution and implicitly links the political consequences of the Glorious Revolution with the later American Revolution.*)
- "Both the Glorious Revolution and the French Revolution were instances where people were unhappy with their rulers and desired change. The bloodless manner of the Glorious Revolution and the way it simply shifted power to another monarch allowed for Britain to remain stable and encourage reform in the future while France's Terror and complete remaking of the government created instability and a move towards authoritarian figures."(*The response compares and contrasts both revolutions, sets up a line of reasoning, and addresses the prompt with links to future political events in both countries.)*

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- "The political consequences were so incredibly different because England ended up with a constitutional monarch while France was left with Napoleon as a dictator and an unstable political future." (*The response makes a historically defensible claim that the Glorious Revolution increased the power of Parliament and led to greater stability in England and makes a reference to political instability in France.)*
- "Though both had underlying effects of liberalism and represent turning points in each nation's history, the Glorious Revolution's affect took longer to have an effect were less directly influential on the European countries, and did not cause as much damage to its nation." (*The response makes a historically defensible claim that sets up specific categories*)
- "The Glorious Revolution was almost bloodless in stark contrast to the French Revolution was bloody." (*Minimally acceptable thesis that makes a historically defensible claim and indicates the reasoning for making that claim. The response minimally references the differences between the Glorious and French Revolution i.e. violence*)

Examples of an unacceptable thesis

- "The Glorious and French Revolutions had different political consequences for a variety of reasons." (*While it offers a historically defensible claim, it offers no indication of a line of reasoning. If this statement was immediately followed or preceded by another sentence suggesting a valid reason for taking this position, then the two sentences taken together could receive credit.*)
- "The Glorious Revolution greatly differed from the French Revolution when it came to areas such as the social, political and religious changes they brought." (*The response sets up categories that are too general.*)
- "The major difference between the two revolutions was that the Glorious Revolution created a democracy." *(The response is not historically defensible.)*
- "The political consequences of the French revolution were very different from the consequences of the earlier Glorious Revolution." (*The response makes a claim that is little more than a paraphrase of the prompt and offers no specific line of reasoning. If the statement was immediately followed by another sentence suggesting a valid reason for taking this position, or specifying the difference, then the two sentences taken together could receive credit.)*

B. Contextualization (0–1 points)

Responses earn **one** point by describing a broader historical context relevant to the prompt. To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occurred before, during, or continued after the time frame of the Glorious and/or French Revolutions. This point is not awarded for merely a phrase or a reference.

To earn the point, the essay must accurately describe a context relevant to differences in the political consequences of the Glorious and French Revolutions.

Examples might include the following, with appropriate elaboration:

- The American Revolution
- The English Civil War and Cromwell
- The Anglo-French rivalry and conflicts

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- Impact of Enlightenment thought
- Further political instability in post-1815 France

Examples of acceptable contextualization

- "The English Civil War marked the end of Charles I power and the beginning of an interlude under Cromwell as the leader of England. Cromwell's goals and promises fell short …..the Glorious Revolution truly determined the start of a new situation….After the Glorious Revolution, England expanded and prospered as they became an increasingly significant European power." (*The response relates the events of the Glorious Revolution to the previous Puritan Rule of Cromwell and the subsequent political stability and power associated with England.)*
- "In conclusion, the deliberate Glorious Revolution differs from the French Revolution's bloody, drastic revolution. In Edmund Burke's "A Reflection of the French Revolution", we see why Britain prospered more after a slower revolution. People do not like drastic change and the deliberacy of the Glorious Revolution was what made it so successful. That is why great scholars like Burke advocate for it." (*The response relates events in the Glorious Revolution to later evaluations of the Glorious and French Revolutions by political commentators like Edmund Burke clearly linking the violence of the French Revolution to negative political commentary by 19th century conservatives.)*

Example of unacceptable contextualization

- "In the French Revolution , 100 years later, there were many political consequences." (*Although the response makes reference to a later period in French history, the statement is simplistic and not backed by additional information to give it support.)*

C. Evidence (0–2 points)

Evidence
Responses earn **one** point by providing at least two specific examples of evidence relevant to the **topic** of the prompt. Responses can earn this point without earning the point for a thesis statement. To earn this point, the response must identify specific historical examples of evidence relevant to the topic of the extent to which the political consequences of Britain's Glorious Revolution differed from the political consequences of the French Revolution. These examples of evidence must be different from the information used to earn the point for contextualization.

Typically, statements credited as **contextualization** will be more general statements that place an argument or a significant portion of it in a broader context. Statements credited as **evidence** will typically be more specific information.

Examples of evidence used might include but are not limited to:

- The Declaration of the Rights of Man and Citizen
- The English Bill of Rights
- The Committee for Public Safety and the Terror
- The Code Napoleon
- Napoleonic Wars
- Limited violence in Ireland
- Fluctuations in the French government

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- Reactions of other European countries

Examples of Specific Evidence in student samples:

" The French people killed the monarchs Louis and Marie Antoinette. From this, they entered the Reign of Terror. This happened when Jacobins took control after the end of the Bourbon dynasty." (*Specific evidence included is Louis and Marie Antoinette, Reign of terror, Jacobins, end of Bourbon dynasty. This specific evidence is related to the prompt.)*

" When James II became king, he began giving more power to Catholics, undermining previous rules set up by Parliament. Parliament was able to give the crown to William and Mary without bloodshed." (*Response provides specific evidence concerning the Glorious Revolution.)*

OR

Supports an Argument
Responses earn **two** points if they support an **argument** in response to the prompt using specific and relevant examples of evidence. To earn the second point, the response must use specific historical evidence to support an argument regarding the extent to which the political consequences of Britain's Glorious Revolution differed from the political consequences of the French Revolution.

Examples of successfully supporting an argument with evidence

- "One example of the differences between the Glorious Revolution and the French Revolution was that after the Glorious Revolution parliament was supreme over the crown, where in the French Revolution, after a brief liberal phase, Napoleon ruled as Emperor and then the Bourbons were brought back after his defeat." (*The response uses specific pieces of evidence in accurate support of an argument that addresses the prompt.*)
- "The political changes that resulted from the revolutions in Britain and France differed in which types of government emerged. Once James II had fled Britain against overwhelming opposition, the Parliament obliged William and Mary of Orange to agree to the English Bill of Rights placing a clear limit on royal power." (*The response uses evidence about Parliament and the creation of the Bill of Rights to support the limited monarchy established during the Glorious Revolution.*)
- "The first difference in the revolutions was the reason why they occurred in the first place. The French Revolution has occurred from the bourgeoisie realizing their power, wealth, and abuse of rights. They noticed how the king, First Estate (clergy), and Second Estate (nobility) had been abusing their power by having less population yet gaining the most representation. The Third Estate (bourgeoisie) responded by declaring themselves the National Assembly and demanding more power by creating the Declaration of the Rights of Man. They fought for representation in society." (*The response uses evidence about class inequality during the Ancien Regime to establish the grievances of the Third Estate and how those grievances were addressed.*)

D. Analysis and Reasoning (0–2 points)

Historical Reasoning

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Responses earn **one** point by using historical reasoning to frame or structure an argument that addresses similarity and/or difference by making an argument for the extent to which the political consequences of Britain's Glorious Revolution differed from the political consequences of the French Revolution. To earn this point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven, imbalanced, or inconsistent.

Examples of explaining the historical relationship might include but are not limited to the following:

- The different role that religion played in the motivations for each revolution
- The effects of the French Revolution were wider than those of the Glorious Revolution
- The wars of Napoleon compared to William of Orange's wars against Louis XIV
- The establishment of parliamentary supremacy in England compared to Napoleon and the Bourbon restoration
- The differing responses of Europe to the Revolutions
- The role of religion in both revolutions
- The causes of both the Glorious and French Revolutions

Examples of acceptable historical reasoning

- "England with a constitutional monarchy giving Parliament more power. They also created an English Bill of Rights for its citizens and made it so that no Catholic could take the throne. From then on England was stable and politically there were no problems. On the other hand, the French Revolution was just the start of France's political instability and constant changing of powers." (*The response addresses the different political outcomes of the Glorious and French Revolutions using the historical thinking skill of comparison/contrast.*)
- "One difference between the two revolutions was that the Glorious Revolution was peaceful and the French Revolution was violent. The Glorious Revolution was peaceful because William of Orange was invited by the British Parliament and there was no conflict. On the other hand, the French Revolution was very violent, as it started with riots in rural and urban areas along with the killings of French nobles. (*The response addresses the differences between the Glorious and French Revolutions in simplistic terms.*)

OR

Complexity

Responses earn **two** points by demonstrating a complex understanding of the differences between the political consequences of the Glorious and French Revolutions through using evidence to corroborate, qualify, or modify an argument that addresses the question.

Demonstrating a complex understanding might include:

- Explaining the nuance of an issue by analyzing multiple variables
- Explaining similarities and differences between the political consequences of each Revolution
- Explaining relevant and insightful connections within and across periods
- Confirming the validity of an argument by corroborating multiple perspectives across themes

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- Qualifying or modifying an argument by considering evidence that supports an alternate position than the one offered in the thesis

Examples of acceptable complexity

- "Despite their differences, both revolutions were motivated by similar ideas and in turn inspired other countries to follow those ideas. Both revolutions were influenced by or in line with the ideas of John Locke in his book *The Two Treatises of Government*; Locke wrote that the purpose of government was to protect the rights of the people to life, liberty, and property. The government ruled by the consent of the people and if it did not protect said rights, then the people had the right to institute new government. The Glorious Revolution as a successful implementation of these ideas influenced the American Revolution of 1776…The French Revolution as a temporarily successful implementation of similar ideas also influenced other revolutions around the world." (*The response addresses similarities as well as the wider influence of the Glorious and French Revolutions. This response is an example of acceptable complexity which compares as well as contrasts both revolutions.*)
- "The French Revolution's consequences were more widespread than the those of the Glorious Revolution. The geographic isolation of Britain meant that the revolution had few direct impacts on continental Europe, other than perhaps influencing Enlightenment ideology or inspiring other revolutions in the future. In contrast, the French Revolution directly impacted most of Europe. During the Napoleonic Wars, Napoleon conquered much of mainland Europe. In the conquered lands, he abolished feudalism. Additionally, his foreign rule sparked the rise of nationalism in many states, most notably Spain and Germany who resented foreign influence." (*The response links the French Revolution to future nationalist movements at the end of the nineteenth century. This example analyzes multiple different variable for the greater influence of the French Revolution compared to the influence of the Glorious Revolution*)
- "One way in which the revolutions in Britain and France differed were the types of governments established. In Britain, the absolute monarch James II was overthrown and William of Orange was put in his place. In order to ascend the throne, William of Orange had to agree to establish a constitutional monarchy which he did, marking the end of totalitarian, absolutist rulers in Britain. In contrast, the French Revolution went from constitutional monarchy, republic, then to a dictatorship under Napoleon Bonaparte. Meaning that France essentially underwent no significant political change. This is similar to the Russian Revolution. The Tsar created a constitutional monarchy, was overthrown and replaced by a moderate, new form of government (communism under Lenin), which was then overthrown and replaced by a totalitarian regime (communism under Stalin). Both revolutions created little to no political change and the governments of both would eventually fail (Napoleon's defeat in 1815 and the Soviet Union's dissolution in 1989).
  Another way in which the two revolutions differed was their impact on stability. Britain's 'reform from above' left the people of Britain satisfied with the changes made therefore Britain did not experience political upheaval during this time period as the public was content with reforms. In France, the uprising or 'reform from below' caused instability that would endure within France. The government would change several times in the nineteenth century going from totalitarian regime to constitutional monarchy before finally landing on republic." (*The response makes connections between events*

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occurring from the seventeenth through the twentieth century. Multiple differences are addressed and supported with evidence and analysis.)

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During this period of time, European absolute monarchs struggled for power with republican institutions in Britain as well as France. This led to the Glorious Revolution in Britain and the French revolution in France. The political consequences of the two differed in that in Britain, it led to political stability which helped foster the industrial revolution, while in France it led to political chaos and the installment of a dictator, Napoleon. They had similar consequences in that both (eventually) led to a democratic republic in which all men can vote. (women would have to wait a while).

The struggle between Parliament and the monarchy began with Charles I, which eventually caused the English Civil War, Cromwell (basically a monarch), then finally William and Mary. They allowed the Parliament to take full control, resulting in Parliamentary Supremacy which brought stability to Britain. As a result of the political stability, Britain was able to take a lead in the Industrial Revolution and create the greatest economy in all of Europe. They had democratically elected Prime Ministers like Disraeli and Gladstone, who was able to pass reform acts that bettered working conditions and working hours, like the Factory Act.

2 of 2

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On the other hand, the French Revolution against Louis XVI had gone awry withe the Radical Phase. During this phase, Robespierre started the Reign of Terror which as the name suggests brought terror with crazy number of people executed. Of course, his government was unstable, the collapse of which brought Napoleon the dictator instead of democracy, unlike Britain. His Code Napoleon, although retained the revolutionary ideals, were horrible for French women. Instead of an improved economy like Britain, Napoleon took France in a Conquering spree until he was finally defeated

Despite the differences, the two revolution did get rid of the monarchy (well Britain's monarchy is basically for show and taxes) and established a democratic government in which people were allowed to vote. However, it took until the 5th Republic in France for the government to last. ~~For Britain~~

democratic

1 of 2

Circle the question number that you are answering on this page. 3B

Mandatory	Circle one
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In both, the Glorious Revolution of Britian and the French Revolution, political consequences threatened the social hierarchy of life as citizens of Europe once knew it. Politically, the Glorious Revolution instited a more beneficial change for England, because anarchy was followed by stability, whereas for the French Revolution anarchy was followed by more anarchy.

After multiple different types of monarchs, such as divine right monarchs and absolute monarchs (like Louis XIV) came into power and centralized their government and executed their power to the fullest extent, the government decided that if kings were soverign and subject to no higher authority and their power was derived from god, there would be no controlling them. Thus came the glorious revolution. The glorious revolution brought the first constitutional monarchy into place. William and Mary of orange recognized that although they had the power to make decsions and serve their kingdom, their power was truly derived from Parliment. Because the Parliment was made up of a legislative body of multiple people, every order made by the constitutional monarchs was subject to careful consideration as opposed to the past where what the absolute monarch said, regardless of how absurd, simply became the law.

The French Revolution, although, was a different story. After crises from the third estate erupted a militant leader, Napoleon Bonaparte attempted to seize land, but that did

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Mandatory	Circle one
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not go as planned, And one radical leader was replaced by another. Maximillian Robespierre, the radical leader, came into power. His reign of terror utilized the guioltine as a means to equalize punishment. Previously citizens were killed different ways depending on their social classes, now everyone was executed in a more humane way. Anarchy from Napoleons reign just led to more anarchy in Robespierre's reign. Robespierre's reign of terror in executing all of those citizens through the guiollotine can be compared to Hitler's Holocaust also known as his persecution of the Jews around the time of World War two.

1 of 4

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3C

As Revolutions, the French Revolution and the Glorious Revolution are remembered very differently. The French Revolution was bombastic, brutal, and shocking, while the Glorious Revolution was more quiet, happening quietly and bloodlessly. The political consequences of these revolutions were drastically different, with England creating a global empire and France never really recreating a stable form of government.

Since the Middle Ages, the monarchies in England and France had been going in different directions. While the English Monarchs were subjected to the limitations of Magna Carta and their power of taxation was limited by Parliament, The French monarchy had no such restrictions. This difference is clear in the reactions to the excesses of kings in the respective countries. When Charles I tried to dissolve parliament, he sparked a civil war and was executed. When Louis XIV bankrupted France through his wars and extravagent spending, nobody had the authority to stop him. These differences in reigning philosophy would result in very different levels of political stability.

Britain's ~~Glorious~~ Bloodless Revolution is known as glorious because no blood was shed. When parliament asked William III of Orange and Mary to become the new monarchs, it established a clear precedent: that monarchs ruled through the consent of Parliament. The 1689 English Bill

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3C

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1	2 or (3) or 4

of Rights was also crucial, establishing clear limits on the powers of the Monarchs. Crucially, the transition of power was peaceful; James II didn't raise an army to fight the new rulers. The ramifications of this were very significant. As a ~~one~~ direct member of the British Royal Family, Mary's rule, along with that of her husband, was not contested. The pair, as well as their successors, enacted no major controversial reforms that undermined their rule. Put simply, Britain had a stable form of government that gave some representation to the ~~m~~ population. This internal stability allowed Britain to focus on its external goals; expanding ~~their~~ its empire in India and the Americas, and increasing the power of its navy. It was able to defeat France in the Napoleonic wars even with little outside support and was able to industrialize much faster and earlier than the rest of Europe. While the rest of Europe had to contend with revolutions in 1848, Britain had almost no similar conflict in the 19th century.

France, however, was not so lucky. When the French Revolution began in 1789, France was in Dire straits. It owed enormous amounts of money and no easy way of repaying its debts. And while the Glorious Revolution didn't make many significant changes to the apparatus of government, the French Revolution did. The governing structure was changed first to

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3C

a constitutional monarchy and then a republic, all within 5 years. Even after the Reign of Terror ended, its legacy was remembered: violent, immediate political change. This legacy followed France through the many governments that followed.

Napoleon's 1799 coup was the first of many political changes. The Directorate was now the consulate, which within another 5 years would become the first French Empire. The subsequent Restoration of the monarchy then became another republic, which eventually became ~~[illegible]~~ another empire under Napoleon III. The dizzying speed with which France's government shifted, often accompanied by violence, made it impossible for the country to be described as stable. While France did have colonial holdings in America and Africa, Napoleon sold his American posessions in 1803 and France was never able to administer its colonial holdings with the same control as Britain. It was also never able to profit as much from its holding. While Britain remained relatively unscarred in 1848, France had two revolutions. France was never really able to create a disciplined army after Napoleon, and lost to Prussia in Franco-Prussian war in 1871.

The differences in the political consequences of the Glorious Revolution and the French Revolution can be traced to the character of the revolutions

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1	2 or (3) or 4

3C

themselves. England's Revolution was peaceful bloodless, accepted, and didn't dramatically alter the accepted forms of government. As a result, Britain had a stable political system in the following centuries. France's Revolution was bloody, completely shocking, and completely changed the governmental structure. In turn, France's government remained changeable and most ineffective through its many peregrenations, and was never able to become truly politically stable or regain Britain's political power and influence.

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1 of 1

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Britain's Glorious Revolution was the event in which british citizen overthrew James II, who is Catholic, in favor of a ruler who is Protestant. The Glorious Revolution was done through nonviolent means since the king fleed from his countr of unsatisfied subjects. The result of this event was the Queen Elizabeth and her husband, William of Orange, were chosen as the new rulers of England since their religious background were satisfactory, and that Elizabeth was a legitimate heir of the royal family line. The French Revoluti began as a revolt against the nobility of France by the Third Estate, which consisted of primarily peasants and working class citizens. The King's response of granting the Thi Estate the right to vote for decisions in political matte left the lower-class citizens unsatisfied because their vote does not reflect the majority of the population of France. And so, a series of events consisting of the creation of the Tennis Oath Court, the Women's March, the Flight to Varennes, and many others, lead to the overthrowing of the monarchy and the formation of the French Republic.

Summary 3D

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Mandatory	Circle one
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1 of 2

Only about a century apart, the Glorious Revolution in ~~Britain~~ England and the French Revolution both influenced life in their respective nations for centuries to come. Starting in 1688, the Glorious Revolution was the bloodless change from James II to William and Mary. In France in 1789, leadership changed from Louis XVI to Napoleon Bonaparte. The political consequences of the Glorious Revolution and the French Revolution are ~~extremely~~ very different as England went into the 18th century as a constitutional Monarchy while France remained at the hands of another Bourbon, although neither revolution created a democracy.

Under the new leadership of William and Mary, they transformed England into a constitutional monarchy. Giving their people more liberties, William and Mary created the Bill of Rights, the first constitutional document of its kind. On the other hand, France's government remained the same before and after the French revolution. In 1788 France had the Monarch Louis XVI and in 1816 France was under another Bourbon Louis. Although the French people espoused elements of a republic during the revolution, these measures did not last after. The "declaration of the rights of men" from the beginning of the revolution did also not remain after. Although the French Revolution was around a quarter of a century long, there was little new political establishment.

The stability of the governments were very different as well. England remained controlled by ~~liberal leaning~~ constitutional monarchs for centuries while France has went though many republics and dictatorships. Only 30 years after the Bourbon monarchy was restored, Louis Napoleon took over as Emperor again. Less then 100 years later, France was taken over by Nazi's during the second world war and transformed into the Vichy Regime. During WWII, almost 300 years after the Glorious Revolution, England was still led by a constitutional monarchy.

Summer PKT 3E

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Mandatory	Circle one
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5E

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However, both Revolutions are similar in the fact that either transformed their nation into a democracy. Although a constitutional monarchy, England still remained led by their monarchs. Hoping that their introduction to democratic ideals would last, the dream of democracy ended for the French after the French Revolution.

In their own right, the Glorious Revolution and the French Revolution are both politically influential to this day. The Glorious Revolution taught Europe how power can be handed down peacefully while the French Revolution how quickly power can change.

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Mandatory	Circle one
1	2 or (3) or 4

~~Throughout all of European history we can notice a pattern of Revolts when people are being mistreated or oppressed. We saw this in the American Revolution, the Civil rights movement, and even today- the Black lives matter. Britain's Glorious Revolution and the French Revolution are~~

Throughout all of history, the question of how much power a government should have over its subjects is frequently posed. In the United States, we have checks and balances to make sure not one single ruler becomes too powerful. A ruler which has complete control can be defined as an absolutist monarch. Britain's Glorious Revolution and the French Revolution both show the change from an absolutist monarchy to a constitutional monarchy.

Britain's Glorious Revolution changed Britain into a constitutional monarchy, with the Declaration of the Rights of man. England had a history of several rulers trying to impose their religious beliefs. Henry IV of Navarre was originally a devout Catholic.

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3F

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He just wanted to annull his marriage to his first wife, Catherine of Aragon. Unfortunately her familial ties to the House of Hapsburgs caused the pope to deny him. Consequently, Henry creates the Act of Supremacy so that he singlehandedly has the power to dissolve the church. This is significant because it marks the beginning of an absolutist regime. Henry becomes ~~Catholic~~ protestant and so are ~~his successors~~ the heirs to the throne: James I and Charles I. Thomas Cromwell interupts this continuity and starts trying to purify everyone back to catholism. Charles II comes in and restores peace and prosperity. However, when James II comes into power he is a Catholic and this causes fears within people. ~~The Tories and the Whigs~~ ~~Scare~~ The Tories and the Whigs disagree about what to do. Ultimately, they let him and their fears come true - he starts forcing everyone to convert. This calls for an intervention from William III of Prussia to become king. However to prevent him from having too much power, they write up the Declaration of the Rights of Man. This is the first time we see a turn from an absolutist goverment to the foundations

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3F

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of an absolutist one.

The French Revolution also had a shift from the absolutist regime foundations laid by Louis XIV to the upsing of the third estate which fonded a constitutional monarchy. Louis XIV, also known as "Sun God" is the perfect manifestation of an absolutist ruler. He had complete and total control over the state. He taxed by decree and had the nobles on a tight leash in the Palace of Versailles. However Louis XVI was the total opposite, his weak personality and indecisive nature was one of the many causes of the French Revolution. The piling debt from finding the American Revolution and treaty of versailles, along with the growing discontent of the third estate because of unfair treatment, such as The Corn Laws, lead to the French Revolution. The 3rd estate made up 97% of the population and they were tired of being suffocated by ~~the absolutist regime that was the 1st and 2nd estate~~ the 1st and 2nd estate. Louis XVI inabuity to give them vote by heads and 2 votes instead of one lead to the creation of the National Assembly. The National Assembly was significant because they created their own governing body,

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Circle the question number that you are answering on this page.

3F

Mandatory	Circle one
1	2 or (3) or 4

without the King's approval. When Louis XVI put a lock on the National assembly, the 3rd estate moved to a Tennis Court. This is where the Tennis Court Oath was made, an oath to not stop ~~unless~~ a constitutional monarchy was formed. Eventually, the Corn laws acts were repealed and the 3rd estate gained their voice.

~~Both revolutions~~

Britain's Glorious Revolution and the French Revolution had different causes, but the same goal: a constitutional monarchy. They both endured many challenges along the way, but in the end the old absolutist regimes were dissolved.

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3G

Both the Glorious Revolution and the French Revolution were both attempts to rid their country of monarchs, or, at the very least, absolute rulers. While England was met with some success in the form of a bicameral government, France was landed once again with a dictatorship. After the Glorious Revolution, England recieved a compromisal victory in the form of Parliament. This checked the power of the King and made sure that no one man or small group controlled the country. Contrarily, in the French Revolution, the French attempted to overthrow the king only to recieve a dictator in the form of Napolean Bonaparte. Napolean took advantage of the weak French goverment by asserting absolute control, exactly what the English and French had been trying to avoid. England ushered in a new era of a tentative Republic/Limited Monarchy, while France remained how most of Europe had been for centuries.

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3H

In both France and Britain growing class conflicts led to Revolution. In France the Revolution ended with the Restoration of the Bourbon monarchy and Britain the Triumph of Parliament. All in all, the French revolution left France politically unstable for the next several decades, where as the Glorious revolution set the stage for Britains era of stability and economic growth.

The French Revolution went through several phases including a moderate, radical, and a dictatorship under Napoleon, [redacted]. The end of the French Revolution began with the Congress of Vienna which restored the Bourbon Monarchy. Fearful of another radical revolution, the Bourbon monarchy issued the july ordinances and created a terror to root out any supporters of Napoleon. This eventually led to another revolution which put [redacted] Louis Philipe on the throne. Despite its promising start, the July Monarch, as it was known, greatly favored the Bourgeoise which led to another revolution, under Blanc, France established National workshops. It seemed Blanc would stay in power but conservatives quickly removed him and ended the workshops. This cycle of establishing a new government before it was quickly destroyed, repeated several times in the wake of

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3H

Mandatory	Circle one
1	2 or (3) or 4

Napoleons dictatorship. This resulted in the limited ability of France to stabilize and rebuild. As a result, France lagged behind in industrialization and economic productivity in comparison to the rest of Europe. In addition, the constant revolution created a fear of radical ideologys in France which limited the efforts of radicals to help the working class. Also, the fear of radicals allowed for the conservatives to gain power. Eventually, Napoleon III was able to come to power, and temporily stabilized France, however in is capture during the Franco-prussia war, france desended back into chaos. It was not untill after World War 2 that France was able to fully stablize and estabish a goverment capable of reestablishing the power of France In the end, the failure to address many of the issues that started the French revolution at the congress of Vienna, resuted in years of political and economic chaos for France.

The peaceful Glorious Revolution allowed for the growth and development of Britain. Prior to William of orange and Mary's ascension to the throne, the British parliment had struggled to maintain power under the rule of ~~Charles II~~ d. Charles II and James II. In order to become king, William was required to sign a Bill of Rights

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Circle the question number that you are answering on this page.

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3H

Mandatory	Circle one
1	2 or (3) or 4

monarch
preventing the ~~King~~ of Britain from attempting absolute rule without parliament. This peaceful transition of power set the stage for Britain's colonial empire and power in Europe. After William and Mary, Britain had a mostly isolationist policy. During this time it estblished a colonial empire in America through the African slave trade. Additionally, it was Britain's political stability which helped the industrial revolution. The political stability ~~and~~, power of parliment in Britain ~~ensured there was~~ and colonial wealth [redacted] allowed Britain to invest in businesses and ideas leading to the technology developed during the industrial revolution. In addition, Britain's political stability made it easier to deal with colonies at it wasn't facing internal difficulties. Furthermore, the power of parliment allowed Britain to remove during the ~~1800s~~ 19th century while most of Europe faced revolution. For instance, the demands of the business class and workers forced the repeal of the corn laws in Britain, which had previously been blocked by the nobility. Additionally, during the age of Queen Victoria, Prime ministers Disrali and Gladstone were able to passe several laws improving working conditions in factories thus reducing the risk of a socialist or Communist revolution. In conclusion, the stability seen in Britain after

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Circle the question number that you are answering on this page. 4 of 4

Mandatory	Circle one
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3H

the Glorious Revolution, paved the way for Brit. to become a major power of Europe.

In Summary, politically france was left in chaos for several decades following the French revolution, where as, Britain enjoy years of economic growth and stability. It was not until after world war 2 in that france reached stability as Britain weakened. The ~~development~~ help of American aid in the form of the Marshall plan led to the revival of Europe and specifically French economy and industri. At the same time Britain was weakened due to colonial independence movements. Today, Britain and France have both reached political stability.

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1 of 2

3I

Mandatory	Circle one
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The Glorious Revolution came after James II, Protestant Catholic King of England, had an heir to the throne. This created fears of a Catholic Dynasty amongst the majority protestant Parliament, and as a result, they invited the Protestant William of Orange to invade and rule as King ~~[illegible]~~ in England. The French Revolution came after the build up of debt and political tension that resulted from the horrible, indecisive rule of Louis XVI. (Contextualization). The political consequences of the two revolutions differed in regards to violence and the rights and role of the Government. (Thesis)

While ~~[illegible]~~ William of Orange rose to power with little to no violence ~~[illegible]~~ in what is known as "The Bloodless Revolution", the French Revolution was built on violence and violence continued even after the execution of the King and the complete overthrow of the Monarchy. During the rule of the National Assembly after the French Monarchy, heads were being chopped off left and right by the Guillotine. This was largely due to the prominent French politician, Robespierre. Robespierre accuses people of being hostile towards the French Republic all of the time. It wasn't until Robespierre accused his own colleagues of treason against the Republic, that his terror was put to an end and his head was cut off.

Summer Plot 3I

Circle the question number that you are answering on this page.

2 of 2

3 I

Mandatory	Circle one
1	2 or (3) or 4

The difference between post-revolutionary government in England and France are immense. The revolution in England deposed a King in order to impose a new King, William of Orange. The Parliament supported this in order to gain more power in decision making over the King. They did this by having King William of Orange sign the English Bill of Rights. This gave parliament more power and established parliament as a body that would meet regularly, rather than at the pleasure of the King, who could previously dissolve Parliament. In the French Revolution, it wasn't the members of the Government pulling the strings in their favor, but rather the common people of the 3rd estate, who fought a bloody revolution to end the horrible and suppressive reign of the Monarch. In the end, the King's head was cut off and the New French Republic was established. Unlike the new rule in England, the new rule of France was very unstable and violent, sometimes even cutting off the heads of the commoners that established their rule.

In conclusion, just as what brought about the revolutions were different, so were the political consequences that after it. However, there is always a driving force behind revolutions, and that force is power. The Parliament of England desired more power just as much as the French Bourgeoise and prominent political members of the 3rd Estate had desires.

Circle the question number that you are answering on this page.

3J

1 of 1

Mandatory	Circle one
1	2 or 3 or 4

Both Britain & france revolted against their monarchies to establish more modern forms of garernment in the 1700s. Britain's glorious revolution was bloodless & france's many revolutions were horribly deadly both caused great change within the nations.

Britain ousted the current royals Mon and established Oliver cromwell's military dictatorship. He created the navigation acts that later caused the british navy to be world class. His puritan sensibilities were unusual but not as bad as the last Kings catholicism.

France's revolutions on the other hand were brought about by Marat, Robespierre & David who used the newly invented guillotine to kill the members of the ancien regime including louis XVI & marie antionette. This brought about the reign of terror leaving many french longing for the stability of the old system and the world fearing the french & worried about similar revolutions back home. During all of this britain remained solid safe & trusted by other nations.

Though britain was not without its issues, Cromwell began a military campaign in Ireland. Overall Britain's glorious revolution was much safer than France's reign of terror but both had lasting impacts.

Summer PKT 3J

AP® SAMPLE STUDENT RESPONSES AND SCORING NOTES
2018 AP European History

Question 3

Sample Identifier: 3A
Score: 4

- Response earns a point for a thesis in the first paragraph because the prompt is addressed with a high degree of specificity by mentioning the "political consequences" for both revolutions and by extending the argument by identifying similarities between the two revolutions.
- Response earns a point for contextualization found in the first two sentences of paragraph two as it establishes a chronological connection between the English Civil War and Cromwell and the eventual triumph of Parliament with the Glorious Revolution.
- Response earns one point for evidence because it provides enough specific relevant examples (William and Mary, Robespierre, Reign of Terror, Napoleonic Code). Because the evidence is not developed sufficiently, response does not earn a point for argumentation.
- Response earns a point for historical reasoning by simplistically comparing the rise of Napoleon in contrast to the development of constitutionalism in Britain. Response does not earn a point for complexity because the discussion of industrialization and an expanding electorate is insufficiently linked to the argument.

Thesis: 1
Contextualization: 1
Evidence: 1
Analysis and Reasoning: 1

Sample Identifier: 3B
Score: 2

- Response does not earn a point for thesis due to the erroneous claim in the first paragraph that anarchy existed in England before the Glorious Revolution.
- Response does not earn a point for contextualization because it does not address the causes, course, or long-term consequences of the revolutions.
- Response earns a point for providing a few specific examples (Louis XIV, William and Mary, constitutional monarchy) but there is not enough support for an argument to earn a second point.
- Response earns one point for historical reasoning as it minimally establishes a causal connection between the two revolutions in the first line of the third paragraph.

Thesis: 0
Contextualization: 0
Evidence: 1
Analysis and Reasoning: 1

Sample Identifier: 3C
Score: 6

- Response earns a point for a thesis in the first paragraph which draws a contrast between the political outcomes of the Glorious and French Revolutions.
- Response earns a point for contextualization for a discussion of the causes for the revolutions (English Civil War and the bankruptcy of the French monarchy) located in paragraph two.
- Response earns both points for evidence and support by providing multiple and specific examples (William III and Mary II, English Bill of Rights, empire building, the Directory) and by elaborating

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on the ways in which those key concepts establish differences in the political development of France and England in the nineteenth century.
- The response earns points for reasoning and complexity because it effectively compares a seamless transition of power in England through representative government that led to the growth of empire with the 'violent' changes characterizing regime change in France. These regimes are specifically identified and used to show relevant political changes in France across a broad time period.

Thesis: 1
Contextualization: 1
Evidence: 2
Analysis and Reasoning: 2

Sample Identifier: 3D
Score: 1

- Response does not earn a point for thesis because it is a brief narrative of the Glorious and French Revolutions discussed separately.
- Response does not earn a point for contextualization because it does not explain why James II was replaced nor does it discuss events during or after either revolutions.
- Response earns one point for evidence because it provides enough specific examples such as the names of James II, William of Orange, the Tennis Court Oath, and the flight to Varennes, but does not use them to sustain an argument.
- Response earns no points for historical reasoning and complexity because it does not attempt to compare the revolutions as it treats both as discrete and separate events. No argument is sustained.

Thesis: 0
Contextualization: 0
Evidence: 1
Analysis and Reasoning: 0

Sample Identifier: 3E
Score: 5

- Response earns a point for thesis in the first paragraph which notes similarity ("neither created a democracy") as well as differences in the two revolutions.
- Response earns a point for contextualization by discussing the political status of both places in the years following the revolutions. This is found in paragraph three.
- Response earns points for evidence and argumentation by using specific examples (James II, William and Mary, Bill of Rights, Louis XVI, Declaration of Rights of Man, and Bourbon restoration) to compare the development of constitutional monarchy in England with the temporary political changes linked to the French Revolution).
- Response earns one point for analysis by using evidence to compare both revolutions, but the discussion of the one similarity is not developed enough to earn the second point for complexity.

Thesis: 1
Contextualization: 1
Evidence: 2
Analysis and Reasoning: 1

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Sample Identifier 3F
Score: 3

- Response earns a point for a minimal thesis in the conclusion that notes one similarity as well as one political consequence.
- Response earns a point for context because although much background evidence is inaccurate there is enough accurate information about the causes of both revolutions.
- Response earns one point for providing specific examples (Declaration of Rights of Man, James II, 1st, 2nd, 3rd estates), but the response fails to use the evidence to sustain an argument.
- Response does not earn any points for analysis and reasoning as it is filled with inaccuracies and is mostly a narrative of the history of England and France.

Thesis: 1
Contextualization: 1
Evidence: 1
Analysis and Reasoning: 0

Sample Identifier: 3G
Score: 2

- Response earns a point for a thesis about how both revolutions attempted to overthrow absolute monarchs but obtained different results (bicameralism, dictatorship).
- Response does not earn a point for contextualization for causes or long-term consequences of the revolutions.
- Response does not earn any points for evidence or argumentation as there is only one specific example that directly relates to the prompt (Napoleon Bonaparte).
- Response includes a nominal comparison between Napoleon's rise to power and the creation of a limited monarchy in England but does not extend the argument any further to earn a point for analysis.

Thesis: 1
Contextualization: 0
Evidence: 0
Analysis and Reasoning: 1

Sample Identifier: 3H
Score: 6

- Response earns a point for a thesis in paragraph one which directly refers to the different ways in which the transfer of power occurred in England and France during the two revolutions.
- Response earns a point for contextualization by referring to events after 1815 in France (Louis Philippe and the July Monarchy) and immediately before and after the Glorious Revolution (Charles II, James II, Industrial Revolution) in the body of the essay. These are found in paragraphs two and three.
- Response earns points for evidence and argumentation because it contains multiple and specific examples for both revolutions which elaborate and support the overall argument.
- Response earns points for successful analysis and reasoning because it includes a sophisticated, chronological account comparing the effects of the French and Glorious Revolutions that extends beyond the Congress of Vienna to the present. While the analysis acknowledges significant differences between the revolutions, it effectively ends the discussion by highlighting the similar ways in which the revolutions achieved stability.

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2018 AP European History

Thesis: 1
Contextualization: 1
Evidence: 2
Analysis and Reasoning: 2

Sample Identifier: 3I
Score: 5

- Response earns a point for a thesis at the end of the first paragraph which adequately outlines two categories for analysis (violence vs. rights and role of government).
- Response earns a point for contextualization found in the first paragraph by explaining how the birth of James II's son and a financial crisis in France led to their respective revolutions.
- Response earns both points for evidence and argumentation because it includes multiple and specific examples (Bill of Rights, Robespierre) to illustrate and support the argument about the nature of the two revolutions (violence vs. parliamentary supremacy).
- Response earns one point for historical reasoning by implicitly contrasting the political instability in France with the peaceful transfer of power in England although the discussion is slightly imbalanced.

Thesis: 1
Contextualization: 1
Evidence: 2
Analysis and Reasoning: 1

Sample Identifier: 3J
Score: 3

- Response earns a point for a basic thesis in the first paragraph which sets up the peaceful versus bloody natures of the Glorious and the French Revolutions.
- Response does not earn a point for contextualization because the discussion of Oliver Cromwell is confused and in one place inaccurate. It appears that the response may be confusing the English Civil War and the Glorious Revolution.
- Response earns two points for evidence and argumentation because of the inclusion of specific examples (Marat, Robespierre, Louis XVI, and guillotine). In the third paragraph, the response links the violence of the French Revolution to the desire of some French people to return to the stability of the Bourbon monarchy. While the information on England is incorrect, the paragraph on France is mostly correct.
- Response does not earn points for analysis because of numerous historical errors and a lack of adequate comparison of the two revolutions.

Thesis: 1
Contextualization: 0
Evidence: 2
Analysis and Reasoning: 0

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Question 4

"Evaluate the extent to which Europe's political relationship with the United States in the period 1918 to 1939 differed from Europe's political relationship with the United States in the period 1945 to 1989."

Maximum Possible Points: 6

Points	Rubric	Notes
A: Thesis/Claim (0–1)	**Thesis/Claim:** Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. (1 point) *To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.*	The thesis statement must make a historically defensible claim about Europe's political relationship with the United States in the periods specified by the prompt, with some indication of the reasoning for making that claim. • "The US relationship with Europe between the two World Wars was limited by US isolationism, and refusal to join the League of Nations, where after the Second World War the US became much more involved in European affairs during the Cold War." • "While the United States was heavily involved in European politics and economics in both 1918-1939 and 1945-1989, in 1945-1989 the US had extreme tension with specific European countries that they didn't in 1918-1939."
B: Contextualization (0–1)	**Contextualization:** Describes a broader historical context relevant to the prompt. (1 point) *To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.*	To earn this point, the essay must accurately describe a context relevant to the political relationship between Europe and the United States in the period 1918 to 1939 and/or 1945 to 1989. *Examples of context might include the following, with appropriate elaboration:* • The First World War • The Second World War • The Great Depression and global effects • The Cold War/The spread of communism after WWII • Rise of US as superpower (versus Soviet Union) • Conflicts and proxy wars elsewhere: Korea, Vietnam, Suez Crisis • Fall of communism in 1989-1991 • Early US history and foreign policy, including isolation because of geography

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		• History of European involvement in North America (War of 1812)
C: Evidence (0–2)	**Evidence:** Provides specific examples of evidence relevant to the **topic** of the prompt. (1 point) **OR** **Supports an Argument:** Supports an **argument** in response to the prompt using specific and relevant examples of evidence. (2 points)	*To earn the first point, the response must identify specific historical examples of evidence relevant to the political relationship between Europe and the United States during the periods specified.* **OR** *To earn the second point, the response must use specific historical evidence to support an argument in response to the prompt.* *Evidence used might include:* • The League of Nations • The United Nations • The Marshall Plan • The Dawes and Young Plans • NATO (and Warsaw Pact) • Early foundations of EU • Truman Doctrine • Treaty of Versailles • Wilson's 14 Points • Cuban Missile Crisis • The Suez Crisis • Soviet invasion of Afghanistan • Division of Germany, including Berlin airlift, Berlin Wall, US support of Western Germany • Yalta and Potsdam Agreements • Economic miracle • Great Depression/Stock Market Crash

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D: Analysis and Reasoning (0–2)	**Historical Reasoning:** Uses historical reasoning (e.g., comparison, causation, continuity and change over time) to frame or structure an argument that addresses the prompt. (1 point) *To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument about the extent to which the political relationship between the United States and Europe differed in the two periods, although the reasoning might be uneven, imbalanced, or inconsistent.* **OR** **Complexity:** Demonstrates a complex understanding of the historical development that is the focus of prompt, using evidence to corroborate, qualify, or modify an argument that addresses the prompt. (2 points) *To earn the second point, the response must demonstrate a complex understanding of differences in the political relationship between Europe and the United States in the two periods.*	*Examples of using historical reasoning might include:* • United States isolationism after the First World War compared to involvement after the Second World War • The loans from the United States to Europe after the First World War compared to the Marshall Plan • The League of Nations compared to the United Nations • United States' post-WWII focus on alliance-building and intervention because of communism • Increasing European dependence on the United States as evidence of continuity and/or change over time **OR** *Demonstrating complex understanding might include:* • Explaining significant differences in the relationship between Europe and the United States while also acknowledging the ways in which the relationship was similar • Explaining multiple differences or multiple similarities over the course of the response • Employing a large, diverse body of evidence to develop a multi-faceted or multi-layered argument, such as explaining the consequences of United States intervention and policies in Europe • Explaining how and why the United States maintained different relations with Eastern versus Western European nations • Explaining how economic, military, or cultural factors shaped the political relationship between the United States and Europe over time • Demonstrating how the United States influenced Europe in other respects, such as cultural and economic realms • Qualifying or modifying an argument by considering evidence that supports an alternate position than the one offered in the thesis.

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		This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.
If response is completely blank, enter - - for all four score categories: A, B, C, and D		

Scoring Notes

Introductory notes:

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity**: Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

Note: Student samples are quoted verbatim and may contain grammatical errors.

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A. Thesis/Claim (0–1 points)

Responses earn **one** point by responding to the prompt with a historically defensible thesis or claim about the extent to which Europe's political relationship with the United States in the period 1918 to 1939 differed from Europe's political relationship with the United States in the period 1945 to 1989.

Responses earn one point by responding to the prompt with a historically defensible thesis that establishes a line of reasoning about the topic. To earn this point, the thesis must make a claim that responds to the prompt rather than simply restating or rephrasing the prompt. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.

The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

The thesis is not required to encompass the entirety of each period, but must identify a relevant development or developments in each period.

Examples of an acceptable thesis

- "Although America maintained its strong political support and economic assistance to allies during the entire period 1918-1939 and 1945-1989, the United States shifted to hold a much more interventionist stance with regards to European conflict and political crises following World War II in the period 1945-1949." *(This response establishes a line of reasoning by focusing on change over time, particularly in terms of economic assistance.)*

- "While the United States pushed for a stance of neutrality in the period 1918 to 1939, the American stance on foreign affairs drastically changed in the period 1945-1989, pushing America into a conflict of European involvement." (*The response makes a historically defensible claim that addresses the extent of change and indicates the reasoning for this claim by differentiating between neutrality and interventionist policy as seen over the course of the 20th century.)*

- "The US had regulated a fairly isolated stance on the international stage. However, following the numerous threats to democracy and humanity, American worked to resolve these conflicts in hopes of a more peaceful and united world. Ergo, the US-European political relationship was able to mature and grow stronger through the twentieth century." (*This thesis appears at end of the essay and notes the shift from isolation to a more active policy seeking to resolve conflict. The line of reasoning establishes the motivations for this shift).*

- "Europe's relationship with America took a long time to transform into what it is today. From 1918 to 1939 the relationship America had with Europe not a very close one. However from 1945 to 1989 WWII and the Cold War brought the two very close." (*This is a minimally acceptable thesis as it notes a transition from distant to close, which constitutes a basic line of reasoning.)*

Examples of an unacceptable thesis

- "The political relationship between the United States and Europe from 1918-1939, although may seem different from their relations in 1945-1989, there was little difference as the United States ultimately influenced Europe in both time frames." *(This thesis both restates the prompt and establishes no line of reasoning.)*

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- "The relationship changed from being negative to positive during those two time periods because of less conflict, agreements were made, and the two sides realized that if they worked together the lives of both sides would get better." (*This thesis attempts to articulate a line of reasoning but lacks any specificity, merely describing the negative-to-positive change.)*

- "The extent to which the European nations' political relationship with the United States during the period 1918-1939 differed from the political relationship between the United States and the European nations during the period 1945-1989 was quite great. During the period 1918-1939 the political climate was a 'little' strained after the implementation by the United States of the Monroe Doctrine, thus keeping most of the European nations out of the affairs of the Latin American countries. This was done mainly with the help of Britain." *(The first sentence aims to establish a line of reasoning, but the chronological confusion creates a historically indefensible claim by placing the Monroe Doctrine in the interwar period.)*

B. Contextualization (0–1 points)

Responses earn **one** point by describing a broader historical context relevant to the prompt. To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occurred before, during, or continued after the time frame of 1918 to 1939 and/or 1945 to 1989. This point is not awarded for merely a phrase or a reference.

To earn the point, the essay must accurately describe a context relevant to differences in the political relationship between Europe and the United States in the period 1918 to 1939 and/or 1945 to 1989.

Examples might include the following, with appropriate elaboration:

Examples of context might include the following, with appropriate elaboration:
- The First World War
- The Second World War
- The Great Depression and global effects
- The Cold War/The spread of communism after WWII
- Rise of US as superpower (versus Soviet Union)
- Conflicts and proxy wars elsewhere: Korea, Vietnam, Suez Crisis
- Fall of communism in 1989-1991
- Early US history and foreign policy, including isolation because of geography
- History of European involvement in North America (War of 1812)

Examples of acceptable contextualization

- "The threat of communism was the West's biggest worry after World War II, as Stalin had manipulated the other Allies into allowing him to take control of many Eastern European countries in return for his help, which lead to a Soviet political sphere of influence." *(This discussion of World War Two-related context appears in a body paragraph, explaining why the United States developed the Marshall Plan and NATO.)*

- "World War I marked a drastic shift for Europe and the world. For one, it massively impacted the lives of almost everyone it affected, and it was the first example of American intervention into Europe. Though previously, European powers had intervened into American affairs with French support of the

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American Revolution and British involvement in the War of 1812, this [WWI] marked the first real American involvement in Europe. America was reluctant to get involved, but did after the sinking of the Lusitania and other events that shifted American popular opinion…." (*This appears in the introduction and led to a thesis explaining the difference between non-intervention and intervention. It also shifts focus from US actions and policies to European involvement in North America).*

Note: in order to earn this point, the response should clearly connect the relevant contextual information to the topic. A mere passing reference to another event or time period, such as colonial America, does not suffice for this point.

Examples of unacceptable contextualization

- "Europe was seen as the base for major powers in the world. When it began to colonize, revolutions led to an emergence of new countries capable of competing with the European world. The United States was originally composed of thirteen colonies governed by the British empire." (*This is the introduction to the essay, and this statement is followed directly by the thesis. This attempt at contextualization did not effectively link the context to an argument related to the prompt.)*

- "Since the American revolution, Britain and American relations have changed over time as America found its place in the world. The world wars challenged the nations' loyalty for one another as common capitalistic countries, but in the end, America still remains Britain's closest ally." (*This is the introduction to the essay, and this statement is followed directly by the thesis. The connections between the earlier period and the twentieth century are not explained and are too generalized. There is no transition between American revolution and the time period of the prompt, and references to world wars are not specific.)*

C. Evidence (0–2 points)

Evidence
Responses earn **one** point by providing at least two specific examples of evidence relevant to the **topic** of the prompt. Responses can earn this point without earning the point for a thesis statement. To earn this point, the response must identify specific historical examples of evidence relevant to the topic of the extent to which the political relationship between Europe and the United States differed in the period 1918 to 1939 from the period 1945 to 1989. These examples of evidence must be different from the information used to earn the point for contextualization.

Typically, statements credited as **contextualization** will be more general statements that place an argument or a significant portion of it in a broader context. Statements credited as **evidence** will typically be more specific information.

Examples of evidence used might include:
- The League of Nations
- The United Nations
- The Marshall Plan
- The Dawes and Young Plans
- NATO (and Warsaw Pact)
- Early foundations of EU

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- Truman Doctrine
- Treaty of Versailles
- Wilson's 14 Points
- Cuban Missile Crisis
- The Suez Crisis
- Soviet invasion of Afghanistan
- Division of Germany, including Berlin airlift, Berlin Wall, US support of Western Germany
- Yalta and Potsdam Agreements
- Economic miracle
- Great Depression/Stock Market Crash

Examples of successful use of evidence

- "After World War One, the Treaty of Versailles was being created. The US was involved in it for a little while, but the Senate rejected it. This made the US reject the League of Nations, too, overall not allowing it to happen." (*This evidence is contained in a paragraph describing the United States' non-involvement in Europe.*)

- "As Russia also wanted to extend their influence, America responded with the Marshall Plan which would aid in the rebuilding of Western Europe. […] America was involved with the Berlin airlift, which gave supplies to West Berlin. […] They used the Truman Doctrine to justify their entrance into the [Vietnam] War." *(This evidence is contained in a paragraph describing the imposition of American capitalist and democratic ideals in Europe.)*

OR

Supports an Argument
Responses earn **two** points if they support an **argument** in response to the prompt using specific and relevant examples of evidence. To earn the second point, the response must use specific historical evidence to support an argument regarding the extent to which the political relationship between Europe and the United States differed in the period 1918 to 1939 from the period 1945 to 1989.

Examples of successfully supporting an argument with evidence

- "The United States foreign policy regarding Europe was largely isolationist following World War I, but then was markedly more interventionist following World War II. The most prominent examples of America's isolationism following WWI was its refusal to sign the Treaty of Versailles as well as refusal to join the League of Nations, an institution created by American president Woodrow Wilson." (*Organized according to categories of analysis, this response uses specific pieces of evidence including the refusal to join the League of Nations and sign the Treaty of Versailles, as well as the creation of NATO and joining the United Nations to support this argument.*)

- "After 1945, The United States became much more involved in European politics. The Truman Doctrine was established to make it known that the US would intervene if communism threatened European nations and practice containment. The US also became a part of the United Nations, formally aligning itself with many European nations." *(This response uses specific pieces of evidence including the Truman Doctrine, joining the UN, and the Marshall Plan to support this argument.)*

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- "During the Interwar period, although the US played some role in the European economy (especially in Germany), they were generally uninvolved in European politics. After WWI ended, Woodrow Wilson wanted to establish an international body, the League of Nations, to oversee global affairs and to ensure that there wasn't another world war. However, his proposal wasn't ratified by Congress, and the US shifted towards a more isolationist viewpoint." (*This response uses specific pieces of evidence including the refusal to ratify the Treaty of Versailles, as well the refusal to honor the US promise to support Britain and France in a future war and the Great Depression's influence on the US's growing isolationism to support this argument.)*

Note: typically, responses have been organized according to time period, but others may organize according to category of analysis. Both are acceptable as long as the response articulates a line of reasoning and supports it with relevant pieces of evidence.

D. Analysis and Reasoning (0–2 points)

Historical Reasoning

Responses earn **one** point by using historical reasoning to frame or structure an argument that addresses similarity and/or difference by making an argument for the extent to which the political relationship between Europe and the United States differed in the period 1918 to 1939 from the period 1945 to 1989. To earn this point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven, imbalanced, or inconsistent.

Examples of explaining the historical relationship might include the following.

- United States isolationism after the First World War compared to involvement after the Second World War
- The loans from the United States to Europe after the First World War compared to the Marshall Plan
- The League of Nations compared to the United Nations
- United States' post-WWII focus on alliance-building and intervention because of communism
- Increasing European dependence on the United States

Examples using historical reasoning skills

- "Following the Allied victory in WWII, the United States acted much differently than it had during the interwar period. This difference is largely the result of the Soviet Union which operated on the basis of communism as opposed to the United States democratic foundations." *(This claim, using the historical thinking skill of comparison, explores the reasons informing changing American policy. It appears at the beginning of the second body paragraph. The first body paragraph discusses America's efforts to remove itself from foreign conflicts.)*

- "More differences characterized Europe's relationship with the US during these distinct time periods than similarities. While Europe in the period from 1918-1939 was not divided into any two particular campaigns or ideologies, the continent was enveloped by the Cold War between 1945 and 1989." *(These claims appear at the beginning of the second body paragraph. The first body paragraph examines*

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similarities between American responses and aid after both world wars. The remainder of the response examines the differences between American responses and aid.)

OR

Complexity

Responses earn **two** points by demonstrating a complex understanding of the differences between the political relationship between Europe and the United States in the two periods through using evidence to corroborate, qualify, or modify an argument that addresses the question.

Demonstrating complex understanding might include:

- Explaining significant differences in the relationship between Europe and the United States while also acknowledging the ways in which the relationship was similar
- Explaining multiple differences or multiple similarities over the course of the response
- Employing a large, diverse body of evidence to develop a multi-faceted or multi-layered argument, such as explaining the consequences of United States intervention and policies in Europe
- Explaining how and why the United States maintained different relations with Eastern versus Western European nations
- Employing a large, diverse body of evidence to develop a multi-faceted or multi-layered argument
- Explaining how and why the United States maintained different relationships with different countries, particularly Western Europe versus the Soviet Union
- Explaining how economic, military, or cultural factors shaped the political relationship between the United States and Europe over time
- Demonstrating how the United States influenced Europe in other respects, such as cultural and economic realms
- Qualifying or modifying an argument by considering evidence that supports an alternate position than the one offered in the thesis.

This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.

Examples demonstrating complexity

- "The last difference between these two periods…is the new alliances that the US has made with the help of plans such as the Marshall Plan and NATO. The US had no alliances with Greece, Italy, Austria, and a couple other countries during 19180-1939, but with the development of plans such as NATO, the US was able to create new alliances with countries such as Spain, Belgium, and Italy." *(This response identifies and explains three distinct differences in the relationship between the United States and Europe. The first discussion of differences explores isolationism versus intervention; the second articulates a difference in the relationship between the United States and the Soviet Union. The third, cited here, examines the changing nature of alliances in the late 20th century.)*

- "During this time period, Europe and the US' political relationship was further developed through the Cold War. The Cold War strained the US and the European-USSR's relationship. The Berlin Blockade and the US airlift in response only confirmed the political opposition between the US, GB, and France (democracy) against the USSR (communism). During this time period, the US was extremely involved in European politics, on the side of European democratic nations and against the USSR and its satellite nations. The Cuban Missile Crisis further spurred the political strain between the US and the USSR.

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Despite many years of tension, Margaret Thatcher (GB), Ronald Reagan (US) and Mikhail Gorbachev (USSR) were able to settle the political tension with the fall of the Berlin Wall in 1989. Though there were positive and negative relationships, overall, there was a dramatic difference in the political relationship between 1918 and 1939 and 1945 to 1989." (*The two paragraphs preceding this one assess the United States' changing relationship with European countries as largely positive, demonstrated by the Marshall Plan and other forms of assistance offered after World War Two. In the final body paragraph, the response qualifies the earlier positive assessment by examining how the Cold War affected the United States' relationship with the USSR.*)

- "From one of these time periods to the next, a greater influence of American culture is seen as well. Instances of counter culture popping up in Europe somewhat mirror movements that were gaining influence in the US. The rise of consumerism in America likely played a significant role in the economic comeback of Europe after WWII and the rise of consumerism they saw as well. This American influence was not seen in the years following WWI, because the US had very little involvement in Europe so there were almost no opportunities for the US and American culture to influence European culture. American influence allowed for the political ties between the US and Europe to become stronger because the once unique individual nationalist identities of these nations soon began to morph into a more unified globalist identity. The formation of the EU and the EEC are results of this globalist movement that may have been inspired originally by the US involvement and influence in Europe." (*The response's introductory paragraph argues that the European-American relationship changed because of US involvement and influence, and the struggles of the Cold War. The first body paragraph explains the various reasons for American non-involvement and intervention, and the second body paragraph, cited here, develops an argument about America's increasing cultural influence in the second period. An additional paragraph then delineates how the Cold War impacts US involvement in Europe.)*

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A1 of 3

America's political relation w/ Europe following WWI was drastically different than their relationship following WWII in terms of who the US helped, and how the US helped them. Both times, the US had a major role in the peace process, and helped greatly w/ reconstruction of Europe. The US acknowledged its ability to help economically, and did so both times. However, their overall process/ agenda drastically changed following the failures of their WWI reconstruction/reparations.

US role in 1918-1939.

Following WWI, the US focused on helping Germany and France rebuild their economies & infrastructure. This went well in France who had levied steep reparations against Germany, ~~and~~ and even worked in Germany for a short period of time, as the Dawes Plan Weimar Republic began to thrive. The US worked adamently to assuage European fears of a Strong ~~Soviet Republic~~ Soviet Union, while also building back Germany & France. However, Europe's reliance on the US came back to bite them after the Great Depression, when the Weimar economy collapsed. The US also tried to form the League of Nations, which unfortunately failed, as well as continue to encourage British & French power in Europe. This ideology however,

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A 2 of 3

ignored Italy and much of Central Europe who turned fascist, and banded together in the late 1930s w/ Germany to make the Axis Powers. Overall the US was primarily a bank to Europe following WWI, helping nations back on their feet but doing little to protect them from the Great Depression.

US Role in 1945-1989:

Following WWII, Europe and the US were much more cautious in how to "fix" Europe. Following the emergence of a powerful USSR after peace talks, the US implemented the Marshall Plan to try and improve public opinion of the US and rebuild Europe yet again. The creation of NATO developed unity between the US and much of Europe, while also posing a threat to the USSR. However, the main component of the political relationship between the US and Europe during this time has to be the Cold War. The rise of Communism in East Europe posed a massive threat to Democracy, and the US and USSR were at a nuclear standoff for multiple decades, fighting proxy wars in Korea, Vietnam, and the Middle East to try and do as much damage as possible. Eventually, Democratic uprisings in Soviet puppets helped the US get control back, and Poland, Albania,

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A 3 of 3

Romania and East Germany were all liberated from Communism. Through this time period, Europe's economy flourished once again; and West Europe backed the US against the Soviets.

Overall, the US took a much more active role in the political climate of Europe from ~~1945-1990~~ 1945-1989, implementing economic plans to assist w/ rebuilding while also stabilizing the European political climate. This contrasts directly w/ their role from 1919-1939 as a bank making it very easy to see & understand their failures from that period. Simply put, the relationship between Europe & the US after WW I lead to WW II, but their actions after WW II potentially averted WW III, and helped to form Europe to how we see it today.

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B 1 of 3

Europe and the United States often experienced periods of good and bad throughout the World's History. From the very start, the revolutionary war in the 1770's, these two nations mutually helped and hurt each other along the way. After the War of 1812 (in 1812), the U.S.A remained on peaceful terms with British foreign affairs and lived harmoniously on the world scale. However, in 1918, after the outbreak of the 1st World War, their world view shifted very dramatically.

The World in 1918 brought devastation to the World at Large. Europe was in shambles as a result of WWI, and many governments felt they had failed their people at large. One policy (post war) that the U.S. and Britain both agreed upon was the reparations of Germany in the Treaty of Versailles. Both nations had a deep resentment for Germany due to the damage that had been done to their countries. Germany resented this, as it brought economic strife to their society.

Another international conflict emerged out of the first world war; ~~was hostility~~ of European nations such as the Soviet Union and the U.S. due to democratic government. The initial reason the U.S. had sought to fight World War I was to free the world of absolutism. The Soviet Union was in direct opposition politically to this ideology. Although they were still allies throughout the second World War, their powers offered a lot of friction time after time. (And eventually, lead to an even greater conflict: the cold war.)

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On the eve of World War II, it was up to U.S. politicians to consider a choice on when/how to intervene. The administration at the time, Truman, ~~was~~ his congress, was extremely isolationist in its policies. They wanted to avoid a general war with anyone in Europe due to the immense loss of life post WWI. In general, in the Period following 1920, the U.S. remained somewhat distant from the continent and focused on the growing economic prosperity. However, upon the rise of fascist leaders such as Hitler and Mussolini, the U.S. decided more to preserve democracy yet again, war must be declared, and the country must make it their business to intervene in foreign affairs.

After World War II, the situational of Europe and the U.S. during dramatically changed. First off, the U.S and Britain had many disagreements. Most prominently understood was the policy of appeasement. In order to avoid a general war; Britain wanted to give in to Nazi demands that seemed reasonable to Hitler's foreign policy. The U.S., however, saw this as a preposterous offer, believing that Hitler would use this to his advantage and gain territorial and political dominance.

~~In addition to disagreements on terms of appeasement,~~

After World War II, similar to the end of World War I, the world was again in shambles both politically and personally. The U.S extended aid to Rebuild Europe through the Marshall Plan in 1945, and for a while, it seemed as if Europe and the U.S. were to remain on good terms. Again, however, the U.S. and Soviet Union were at a clash. Germany was split in half at Postdam between the U.S and Russia. Through this split, Stalinist appeasement was excluded, and the two superpowers were confirmed, leaving the formerly great power of Britain/France to stay peaceful.

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The policy of containment was pursued by the U.S towards Russia and the S.U. successor states. Although the Soviet Union had been given a large portion of Eastern Europe, the U.S. was reluctant to have them spread along their already large borders to dominate the world. Through democratic preservation, many of the Western States, (such as W Germany) were saved from communism

The nuclear arms race between the U.S. and Russia began immediately after Sputnik was launched. This enumerated the S.U as a growing technological power. Fear of nuclear war was highly prevalent throughout all the world at this time. The Soviet Union came very close to the U.S during the Cuban Missile Crisis, when this nation of Cuba was armed by the Soviets. This nation lays so close to the U.S, they implanted an emergency counter-offensive; the Bay of Pigs. Thousands of Cubans were emigrated out of their country. This was seen by the U.S. as preserving democracy; although some argue they only used this policy to exercise dominance and ally with a smaller nation.

By the 1980's, many of the old Stalin policies were gone, putting the U.S. on better terms with the USSR. However, much of the hostility displayed in the Cold War is still prevalently shown in today's politics. Although the situation is in fact better between the two countries, the U.S. still continues to spy on Russia, and try do the same. With our current administration, Russian relations may be going to a headway.

LEQ 4

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C 1 of 2

The 20th century was a time of extremely high tensions and conflicts throughout Europe, America, and the rest of the world. Multiple wars were fought, such as WWI, WWII, and the Cold War, and many alliances between countries were made and broken. Up until World War II, the United States hadn't been very involved in European affairs, having not partiticipated in World War I. However, this completely changed during the period of World War II and the Cold War. Europe's political relationship with the US differed greatly from the period 1918-39 to 1945-89, due to the Cold war and the aftermath of WWII.

Up until WWII, the United States had a somewhat distant political involvement with Europe. The US had not picked a side in World War I, so it had not made any true European enemies, and then assisted somewhat with the clean up of post-war Europe. However, once World War II arrived, everything changed. After the Japanese bombing of Pearl Harbor, the United States allied with Britain, France and to join in the fight against the Axis powers during WWII. Once the war was over, the US had a say in what to do with post-war Germany and the Soviet Union. After the Allied Powers took away all of Germany's newly

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LEQ 4

C 2 of 2

gained territory and ordered them to pay for almost all costs of the war, tensions temporarily settled down. But then came the Cold War, a time of extremely high tensions between the democratic United States and the communist Soviet Union. The Cold War included the Cuban Missile Crisis and the building of the Berlin wall, which divided East and West Germany. During this time period, tensions between the Soviets and the United States were at an all time high, especially during the Cuban Missile Crisis. No battles were fought in the Cold War and it ended in 1989, when the Soviet bloc and the Berlin wall both fell. After this, tensions between Russia and the US returned to normal.

However, the political relationship between Europe and the US did not completely change during this time period. Despite the conflict with Germany and the Soviet Union, the US remained allied with both Britain and France, and did not have any conflicting views with either of these countries. The tensions between most of Europe and the US have long since evaporated. However, the political relationship between Europe and the United States was completely transformed during the time period of 1945 to 1989.

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LEQ 4
D 1 of 2

Europes political relationship was very different 1918 to 1939 compared to 1945 to 1989 this was largely due to 1918 + 1939 pre or during world war 2 and 1945 to 1989 being post world war 2. These periods were vastly different due to 1918 to 1939 America had a depression along with some of europe explaining why they were more focused on themselves then Others at the time Reagan was president trying to fix the depression not really contacting europe as much besides britain. 1945 to 1989 was vastly different from 1918 to 1939 because at that time (1945 to 1989) America was aiding Europe as a whole rebuild their countries due to world war 2's destruction. America was also dealing with the Cold war along with implementing NATO into europe. Also Many countries became allies with America due to a deal they Offered to many in which the offered aid if they converted to a democratic government so they were in good terms with many in europe except Russia. During 1918 to 1939 America was going through a depression and was in a very different place than they are going to be so Over all America seemed to only have a relation ship with a few select countries besides that that was their only relationship. Also Russia

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being a communist country they have definitely been Russias biggest ~~enemy~~ enemies. During 1945 to 1989 America and it's allies were flourishing due to Nato but Russia during the cold war responded with the warsaw pact only creating more enemies although it wasn't that many. This overall shows the distinct difference between the time periods 1918 to 1939 and how over time it became a more posotive and friendly Political relationship.

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E 1 of 3

The United States and Europe were in a mutual relationship during the 1918 to 1939 period to actually help, but as time shifted to 1945 to 1989, the US was there on its own agenda. Before all this the united states and Europe had a distant relationship and wouldn't communicate unless necessary.

During 1918 to 1939 the US was there to help its allies get out of the war torn era and to make sure no other conflict arose. This can be seen by Woodrow Wilson's Fourteen Points which were there to try and give support to countries, self-determination, and most importantly the creation of the League of Nations. The League of Nations was there to basically prevent another war from happening. The United states also gave a Billion dollar grant to Germany to try and help them repay all of their debts. This allowed for a bit of stabilization until the U.S took back the money they gave. Nonetheless, the United states had good intentions to actually help Europe

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Mandatory	Circle one
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E 2 of 3

and give them back another start.

Then in 1945 to 1989, the United States had recently finished world war 2 and was in a allied relationship with Great Britain and the U.S.S.R. The united states had realized that they will split up the ~~US~~ Germany into 2 sides. East Germany was controlled by the USSR and the west was supported by the British and Americans. The division of Capitalism and communism was obvious and so Churchill described it as the "Iron Curtain". The main point of that Era was to try and keep capitalism near the US. and and communism away. The tensions between the USSR and the United States rose and this started a time period known as the Cold War. This was a time period where they decided which economic system was better. The Domino Effect was when a state became communist all the surrounding states would follow. This was evident when China, korea, and Vietnam became

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Communist. This resulted in USSR supporting the communist sides and the United States supporting the capitalist side.

The time periods were both about the United states trying to help Europe, but were distinct by the US having different agendas such as in the beginning they tried to prevent a war, but later they were trying to prevent communism from spreading and to try and establish Capitalism.

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LEQ 4
F 1 of 2

Throughout the period of 1918 to 1939 the United states was not heavily involved in European affairs and therefore the political relationship was lacking. However during the period of 1945 to 1989, the United states was involved in European affairs and thus the relationship was present. The United States transfered from a position of containment (w/ a hint of neutrality) from 1918 to 1939 to involvement in European Politics and affairs.

In the earlier half of the twentieth century the United States was under the Monroe Doctrine and the Marshall Plan. Providing aid when needed and containing the spread of communism by the Soviet Union. The United States was hesitant to get invored when they didn't need to, even in World War II.

However, on December 17, 1941, Admiral Isoruku Yamamoto & the Japanese air fleet bombed the United States at home in Pearl Harbor. This quickly changed the United States' stance From neutral to heavily involved in the war going on in Europe. The US was quick to form alliances with Italy and GB throughout the war. The League of Nations was formed and Woodrow Wilson presented his Fourteen Points, and the United States became heavily involved in European politics. Thus, in the years following this

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(From 1945 to 1989 in particular), the United States had both amicable and dangerous political relationships with the European countries.

A change fostered by WWII, the United States became involved in European politics in the latter half of the twentieth century, paving the way for organizations such as NATO (now NEATO), alliances, and the United Nations to form.

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LEQ 4

G 1 of 2

The difference between 1918 - 1939 and 1945 - 1989 for the United States was the world wars. The U.S was involved in both wars in very different ways and these really shaped the relationship the States had with European nations. During the post world war I era the U.S had just came out of a war that they joined late in. World war II however the U.S was involved in many battles with many nations that really changed their perception. During 1945 - 1989 the United States was more feared and respected than from 1918 - 1939.

After the first world war the U.S was looked upon as a nation who although has always been noticebly strong, there was nothing too diffent about them than a strong European nation. other nations knew that the U.S. had a strong army and this was further grown after the war after the United States had displayed this in it.

From 1945 - 1989 is when America really started to distinguish itself as the great power it became. During world war II America was able to successfully

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aid in the war efforts and was shown to always have a strong economy. After the war the U.S. became very honorable from its strong democracy to its big cities. People from all over the ~~world~~ began to realize that the United States is one of the most successful countries on the Planet.

The perception of the U.S now is very similar to how it was from 1945-1989. They are looked upon as a nation with a strong economy; a place with much opportunity for all; and a very strong and protective military. Throughout the 20th century The United States has advanced itself into one of the strongest nations and european countries have been able to see that.

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Mandatory	Circle one
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H 1 of 3

Europe's relationship with its colonies and other global powers has transformed dramatically over the course of history. Specifically, the United States has had many interactions with European superpowers, undergoing changes after major events and adapting to international debacles. Since the United States' independence following the American Revolution in the 1700s, European countries have relied on its dominant trading presence and diplomatic successes. However, significant diplomatic mistakes have also marked the relationship between the Western countries. Europes' political relationship with the United States in the period 1918 to 1939 primarily was defined by U.S. isolationism, while the relationship in 1945 to 1989 was defined much more by U.S. interventionism.

Following the destruction of World War I, the U.S. essentially retreated from international dominance for decades. Thus, Europe's policies with the U.S. were often more indirect. Although Woodrow Wilson attempted to create idealized peace agreements through the Fourteen Points and the creation of the League of Nations, the U.S. eventually withdrew. Most European countries had different, complex relationships with the U.S. in both the period 1918 to 1939 and 1945 to 1989. In the immediate period following the First World War, Germany actually relied on some assistance from the U.S., despite the conviction of many Western countries to cripple Germany's political and economic abilities. Additionally, in the years leading up to World War II, countries such as Britain, Russia, and France relied on lend-lease agreements with the US in order to finance and build up weapons. However, for the most part, Europe's political relationship with the US in the period 1918 to 1939 was relatively limited. This was further emphasized by

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the economic turmoil of the Great Depression and the U.S.'s refusal to enter the World War II despite its closest allies, such as Britain, in desperate need of assistance.

On the other hand, Europe's political relationship with the U.S. was heavily stimulated in the period 1945 to 1989. Following the end of World War II and the U.S.'s eventual entry and assistance, many peace agreements and diplomatic conferences occurred. For example, Winston Churchill, Franklin Roosevelt, and Joseph Stalin, leaders of Britain, the U.S., and Russia, met many times during historical events such as the Yalta Conference, as did Truman following Roosevelt's death. These conferences were the foundation for U.S. interventionist policies later, especially in Eastern European areas previously freed after the 2nd World War. Primarily, the U.S. wished to create democratic regimes, while Russia aimed to implement communism. This led to the conflicts between countries such as Britain and the U.S. and Russia known as the Cold War, in which each side aggressively attempted to spread democracy or communism throughout the world. This time period was heavily characterized by strong and consistent contact between Europe and the U.S., in stark contrast to the time period before the World War. Furthermore, countries such as Germany, once again, relied on U.S. attempts to rebuild European economies and political systems. In the 20th century, European countries attempt to create strong alliances with the U.S., especially the global superpowers. This is evidenced by continued cooperation to create peaceful diplomacy through organizations such as the United Nations. While the Cold War marked significant aggression between Russia and the U.S., other European countries strengthened their relationship with the U.S., a country which increasingly became a dominant

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international superpower.

In conclusion, the period 1918 to 1939, characterized as the years following World War I, showed remarkably [redacted] relaxed relations between European countries and the US. On the other hand, the period from 1945 to 1989, characterized as following World War II, highlighted significantly stronger and more dominant political relationships between European countries and the United States. Both time periods illustrate the importance of diplomacy and political alliances between powerful global countries. This ideal may explain why many people opposed Britains decision to leave a strengthened alliance, the European Union.

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LEQ 4

I 1 of 3

Since its inception, the United States has always had strong ties to Europe. As a descendant of Great Britain and a major power, the United States has many times been intertwined with Europe and its issues. Following World War I, the US took an isolationist post and did not involve itself much in the creation of a post-war Europe. After World War II, however, the United States became very involved in European affairs. The United States' political relationship with Europe has greatly strengthened from 1918-1939 to 1945-1989.

The United States did not take a prominent role in shaping European society from 1918-1939. Aside from President Woodrow Wilson's 14 Points, the US did not have much influence at the Treaty of Versailles conference as they joined the war much later than Britain and France. While some of Wilson's 14 Points were integrated in the treaty, the US were still seen as outcasts to European affairs. The US decision not to join the League of Nations further cemented this position. The US did help Germany pay off some of its war reparations; albeit, their approach was greatly limited. The Great Depression made US domestic policy a priority over its foreign policy and the US continued to stay out of European affairs. They simply watched as fascist regimes such as Nazi Germany and Mussolini's Italy rose in Europe. This isolationist policy continued into World War II as the US took no action when Hitler invaded Poland. World War II, however, changed the American approach to Europe.

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I 2 of 3

The US took a very prominent prominent role in Europe after World War II. President Harry Truman and other American officials were very involved in the peace process, alongside Great Britain and the Soviet Union. They made compromises to divide Germany into four occupation zones, as well as the city of Berlin. The British, French, and American zones became West Germany, a democratic capitalist republic, while the Soviet zone became East Germany, a communist satellite state. The US saw the Soviet Union as the biggest threat to their way of life. They created an anti-Soviet military alliance alongside other Western European nations called NATO. The US became heavily invested in the reconstruction of Western Europe as well. Unlike their limited response to rebuild Germany, they created a huge state-sponsored program, the Marshall Plan, that poured billions of dollars into the reconstruction of Western European society. This program fostered unprecendeted economic growth in Western Europe that is known as the economic miracle. The US laid the foundations of the European Union as they made all ^Western European powers join an economic organization that led to a more integrated Europe. The US continued its vast involvement in Europe up to the fall of the Berlin Wall and the end of the Cold War. The US still has a strong political relationship with Europe today.

The American involvement in Europe is akin to British involvement in the New World during the Age of Exploration. At first, the British were not very involved in overseas trade in the Americas. This behavior changed when they witnessed the

Circle the question number that you are answering on this page. LEQ 4

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economic prosperity of the Dutch and British victory ~~after~~ in the Seven-Years War. Britain became very involved in the New World, especially in colonial America, such as the US had in Europe. The United States' political relationship has drastically increased from the years leading me to World War II to the years after it.

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J 1 of 2

Both world wars had an immense impact on the political relationship between the US and Europe. There were a lot of changes happening and both time periods saw different focuses of both European countries and the US.

Between WWI and WWII, the US was more worried about the spread of Communism and fascism, while post WWII saw the US dealing with trying to promote democracy and using democracy to prevent wars and stifling economic development. The US and EU worked together throughout most of the 20th Century to try and contain the spread of Communism, but shows a clear disconnect in how they approach the challenge prior and post WWII.

After WWI, the economic state of most of Europe was in turmoil. After most countries economies were destroyed, the looming threat of Communism grew in the East. The US wanted to keep Europe as free from Communism as possible, enacting plans like the Marshall Plan, Schuman Plan, and Truman Doctrine to try and contain the spread of Communism. These plans and doctrines were all meant to aid struggling countries, both in an attempt to stabilize their economy so it didn't fall to Communism, but also to strengthen the political relationship with the US. This aid was helpful at the time, but eventually turned out problematic when WWII started, as the aid to these countries was signed when they were entirely dependent on the American aid.

WWII gave the US and European countries an even harder problem to solve. More countries had fallen to Communism. The US could no longer send aid to try and contain communism, but instead had to fight with direct force and diplomacy to try and contain it. The formation of the UN and the EU were made as a way to unify countries and keep war to a minimum. Multiple wars were fought to try and contain Communism. These wars by proxy such as the Korean and Vietnam wars were meant to stop

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J 2of2

Communist influence. This change was caused by WWII and the Russian revolution. The way communism was controlled changed because of the amount of people that could be directly impacted by it. This political shift in Europe in its relation to the US was the same in terms of motive, but different in terms of action.

AP® SAMPLE STUDENT RESPONSES AND SCORING NOTES
2018 AP European History

Question 4

Sample Identifier: 4A
Score: 5

- The thesis establishes a line of reasoning by arguing that the US helped different European countries and in different ways during the two periods.
- This response does not earn a point for contextualization since the discussion of proxy wars is used for evidence of the larger argument, not for context. This appears in the third paragraph.
- Throughout the essay, the response uses evidence to support the argument. The second paragraph employs multiple pieces of evidence (the Dawes Plan, US relationship with Weimar, League of Nations) to discuss US priorities and policies after World War I; the second body paragraph cites NATO and the Marshall Plan, among other examples, as evidence of a more cautious post-World War II approach.
- The response earns both analysis and reasoning points for using a diverse body of evidence to develop a multi-faceted argument concerning American decision-making and preference for supporting Western European nations. This appears in the second paragraph.

Thesis: 1
Contextualization: 0
Evidence: 2
Analysis and Reasoning: 2

Sample Identifier: 4B
Score: 3

- This response contains a lengthy narrative of events from World War I through the end of the Cold War, but it does not contain a thesis which responds to the prompt. There is no line of reasoning.
- The response earns a point for contextualization for the first paragraph, which discusses America's early relationship with Britain (Revolutionary War, War of 1812).
- The response earns both evidence points by providing multiple pieces of evidence (Treaty of Versailles, Cold War, containment, nuclear arms race, Cuban Missile Crisis) to support an argument that the US helped Europe after the Cold War.
- The response does not earn either analysis and reasoning point because of its narrative nature, which does not explore differences or similarities, and it does not attempt complexity.

Thesis: 0
Contextualization: 1
Evidence: 2
Analysis and Reasoning: 0

Sample Identifier: 4C
Score: 5

- The thesis, which appears at the end of the first paragraph, establishes a line of reasoning by comparing the earlier period with the later Cold War and post-war policy.
- This response earns the point for contextualization by discussing how the United States became involved in World War II, and then connecting that statement to post-war American involvement in Germany and the Soviet Union. This discussion appears in the second paragraph.

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- The response uses the examples of the Berlin Wall and the Cuban Missile Crisis to support an argument about rising tensions between the United States and the Soviet Union. This argument is not sustained throughout the essay, but this use of evidence to support an argument is sufficient to earn both evidence points.
- The response earns the first analysis and reasoning point by arguing, in the body of the essay, that World War II changed American policies in Europe. It does not earn the second analysis and reasoning point because although it suggests a similarity between the two periods (the US' alliance with Britain and France), this comparison is not developed and therefore does not demonstrate a complex understanding of the political relationship.

Thesis: 1
Contextualization: 1
Evidence: 2
Analysis and Reasoning: 1

Sample Identifier: 4D
Score: 2

- This response does not earn the thesis point because it restates the time periods specified in the prompt and does not establish a line of reasoning beyond labeling these periods. The last sentence of the response, although referencing political relationships discussed earlier, does not make a historically defensible claim.
- There is no attempt at contextualization.
- The response earns the first evidence point for referencing NATO and the Cold War as well as aid being given to Europe during the Cold War, but this evidence appears in list form; it does not explicitly support an argument and therefore does not earn the second evidence point.
- The response earns the first analysis and reasoning point for the argument that the later period was vastly different from the earlier period because of America's efforts to rebuild Europe after World War II. It does not further develop an argument beyond this, so it does not earn the second analysis and reasoning point.

Thesis: 0
Contextualization: 0
Evidence: 1
Analysis and Reasoning: 1

Sample Identifier: 4E
Score: 4

- The thesis, in the first paragraph, argues that, in the first time period, the US wanted to help Europe; in the second period, the US was driven by self-interest.
- A reference concerning US participation in World War II (third paragraph) would have to be more developed in order to earn the point for contextualization. Similarly, the discussion of communism and socialism (in the same third paragraph) would need to be further developed to earn contextualization.
- This response earns both evidence points by providing multiple specific examples (Wilson's Fourteen Points, League of Nations, description of Dawes Plan, Iron Curtain, proxy wars, division of Germany) and connecting these to changing US agendas in Europe.

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- The response earns one analysis and reasoning point because the last paragraph offers a simple comparative analysis of the two previous paragraphs. It did not earn the second analysis and reasoning point because although there are multiple pieces of evidence, they do not support a multi-layered or multi-faceted argument.

Thesis: 1
Contextualization: 0
Evidence: 2
Analysis and Reasoning: 1

Sample Identifier: 4F
Score: 3

- The thesis, contained at the end of the introductory paragraph, argues that the United States went from a position of containment and neutrality to involvement.
- The response earns the contextualization point through a discussion, in the third paragraph, of the bombing of Pearl Harbor (Pearl Harbor, in late December 1941, falls outside of the time period specified in the prompt, so it may count as acceptable context). This discussion is used to explain why the United States became involved in Europe, which is the subject of the prompt.
- The response earns the first evidence point because it mentions several pieces of relevant information, such as the Marshall Plan, the League of Nations, and Wilson's Fourteen Points. However, it does not earn the second evidence point because this evidence is placed in the wrong time periods; this chronological confusion prevents the creation of an effective argument relevant to the topic of the prompt.
- The response does not earn either analysis and reasoning point because, although it does discuss a change in the third paragraph, this references US involvement in World War I, not the two time periods specified in the prompt. The chronological confusion evident throughout the essay also makes it difficult to frame or structure a historically-defensible argument or line of reasoning.

Thesis: 1
Contextualization: 1
Evidence: 1
Analysis and Reasoning: 0

Sample Identifier: 4G
Score: 1

- This response earns the thesis point by arguing, in the last sentence of the first paragraph, that the United States was "more feared and respected" in the later period. The thesis is then repeated, with more clarity, in the final paragraph of the response.
- The response does not attempt contextualization and therefore does not earn this point.
- This response does not earn either evidence point since it does not support an argument with any specific pieces of evidence.
- The response does not earn either analysis and reasoning point because although the first sentence of the third paragraph argues that the US began to distinguish itself, this only refers to how World War II affected the US; it does not discuss the relationship with Europe and therefore does not address the topic of the prompt.

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2018 AP European History

Thesis: 1
Contextualization: 0
Evidence: 0
Analysis and Reasoning: 0

Sample Identifier: 4H
Score: 6

- The thesis, appearing at the end of the first paragraph, argues that the US was isolationist in the first period and interventionist in the second.
- The response earns the contextualization point with several references throughout the entire essay. The most successful of these contextualization attempts appears at the beginning of the third paragraph, where it discusses US-Russian-British connections during World War II. It states that these connections were the foundation for later post-war relations.
- The response earns both evidence points for employing multiple specific pieces of evidence (League of Nations, Dawes Plan, Cold War, United Nations) in support of arguments appearing in paragraphs three and four.
- This response earns both analysis and reasoning points for sophisticated use of multiple pieces of evidence to support arguments about each period. Its layered arguments explore varied relations with multiple European countries, and it employs abundant examples to support its numerous arguments. These appear throughout the response.

Thesis: 1
Contextualization: 1
Evidence: 2
Analysis and Reasoning: 2

Sample Identifier: 4I
Score: 4

- The thesis is found in the last sentence of the introductory paragraph and argues that the US-European relationship strengthened over the course of this period.
- This response does not earn the contextualization point in the last paragraph with its discussion of early British involvement in the New World because this explanation does not relate to the topic of the prompt. The brief reference to early US-British relations in the first paragraph would also need to be more developed and more clearly related to the topic of the prompt, if it were to earn this point.
- The response earns both evidence points. Multiple pieces of evidence (League of Nations, Wilson's Fourteen Points, the division of Berlin, NATO, Marshall Plan) appear in both paragraphs two and three and are connected to clearly-articulated argumentative topic sentences.
- This response earns one analysis and reasoning point by highlighting the more prominent US role in European affairs after World War II. The response attempts but does not attain complexity (the second analysis and reasoning point) with a reference, in the second paragraph, to a difference in how the US related to Germany, but this idea is not fully developed. Although the response contains a great deal of relevant evidence, this evidence is used to support one simple argument about a change.

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AP® SAMPLE STUDENT RESPONSES AND SCORING NOTES
2018 AP European History

Thesis: 1
Contextualization: 0
Evidence: 2
Analysis and Reasoning: 1

Sample Identifier: 4J
Score: 3

- The thesis differentiates how the United States was involved in Europe during these two periods. This appears in the introductory paragraph.
- The response's references to proxy wars is used as evidence, not context, so it does not earn the contextualization point.
- The response earns one evidence point for references to the Marshall Plan, Schumann Plan, and Truman Doctrine, but places them in the wrong time period (the Interwar years), thus not earning the second evidence point. The errors in the use of the Marshall Plan as evidence do not preclude the response from earning the second evidence point, however: the third paragraph discussing the period of 1945-1989 uses multiple examples (UN, EU, proxy wars) to support an argument about US efforts to stop communism in Europe.
- This response does not earn either analysis and reasoning point because it lacks any discussion of historical reasoning; it draws no explicit comparison between the two periods and its argument does not address the prompt.

Thesis: 1
Contextualization: 0
Evidence: 2
Analysis and Reasoning: 0

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